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ABSTRACT

This volume of the "Teacher Handbook," a product of the extensive audit and revision of curriculum carried out by the North Carolina State Department of Public Instruction in 1984 in order to develop a basic education program for the state's public schools presents a competency-based curriculum in library/media and computer skills. Designed to ensure that each child acquires the skills necessary to become an independent learner and user of information resources, the school library/media skills curriculum is a set of clearly defined skills (locational, inquiry/investigation, reporting, literature appreciation, and reading guidance), which is initiated with the student's introduction to the media center and continued consistently through a sequential plan from kindergarten through grade 12. Introductory material in this volume includes background on the development of the North Carolina Standard Course of Study: an overview of the program's philosophy and rationale; approaches to the teaching of thinking skills and programs for exceptional children; and notes to those using the "Teacher Handbook" for the competency-based curriculum. A number of appendices are provided, including copies of The Elementary and Secondary School Reform Act of 1984 and the Standard Course of Study (North Carolina Administrative Code); lists of course requirements for high school graduation and other programs; an outline of testing requirements; a description of the textbook adoption process; and an organizational chart for instructional services. (THC)

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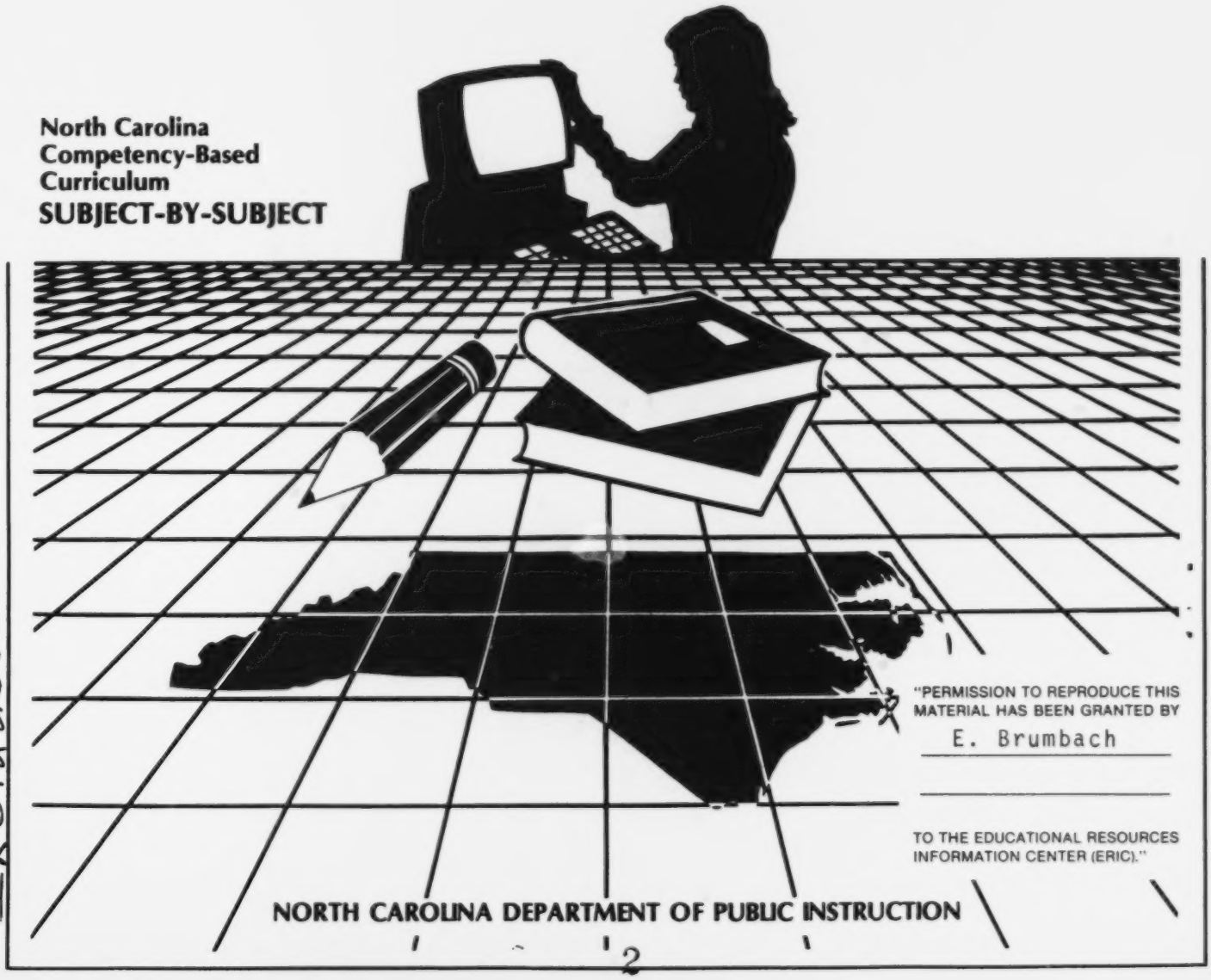
TEACHER HANDBOOK

LIBRARY/MEDIA & COMPUTER SKILLS K-12

North Carolina Competency-Based Curriculum
SUBJECT-BY-SUBJECT



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TEACHER HANDBOOK

LIBRARY/MEDIA AND COMPUTER SKILLS

GRADES K-12

North Carolina Competency-Based Curriculum

Division of School Media Programs
Division of Computer Services
Media and Technology Services
in cooperation with
Instructional Services
North Carolina Department of Public Instruction

Raleigh, North Carolina
1985

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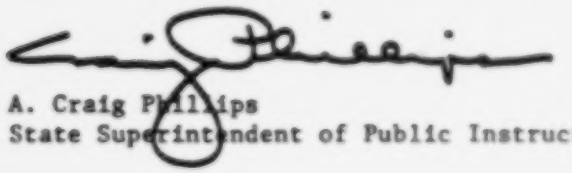
Foreword

As a result of the Elementary and Secondary School Reform Act of 1984 and the appropriation which accompanied this act, the North Carolina State Department of Public Instruction engaged in an extensive audit and revision of curriculum throughout the summer and fall of 1984. The products of this work, the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum, provide a detailed, integrated basic course of study for all subjects at all grade levels.

The North Carolina General Assembly has also made a commitment to the development of a basic education program. This program includes the staffing and material support needed for the full implementation of the North Carolina Standard Course of Study and the competency-based curriculum in all public schools throughout the State. The financial support of the General Assembly and the work of educators throughout the State in developing the competency-based curriculum are important contributions to our continuing efforts to provide a quality education for every child residing in North Carolina.



A. Craig Phillips
State Superintendent of Public Instruction

Acknowledgements

The Instructional Services Area of the Department of Public Instruction acknowledges with gratitude the outstanding cooperation and assistance we have received from individuals and groups throughout the State of North Carolina. Without such cooperation, the development and printing of the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum would not have been possible.

We wish to express a special thanks to:

- the North Carolina General Assembly for providing the funds to make this important work possible,
- more than 8000 local educators who participated in the writing of the documents and in reacting to early drafts,
- almost 300 persons from institutions of higher education who advised the staff and assisted in the development of the curriculum,
- Raleigh-based and regional staff in the Divisions of Arts Education, Communication Skills, Computer Services, Exceptional Children, Healthful Living, School Media Programs, Mathematics, Science, Social Studies, Student Services, and Vocational Education. These Public Instruction staff members carried the primary responsibility for planning, writing, and editing the curriculum.
- the Controller's Office in the Department of Education for excellent assistance in designing a computer program for storing and printing the Standard Course of Study and the competency-based curriculum,
- the Division of School-Community Relations for technical assistance in the publication of the documents,
- all areas of the Department of Public Instruction for their encouragement and invaluable assistance in numerous ways,
- Kay Barbour and Janice Royster who word-processed the entire 8000 pages, and
- especially Dr. Barbara Holland Chapman who coordinated the development of the Standard Course of Study and the competency-based curriculum. Her untiring efforts have contributed significantly to the quality of these documents.

The involvement of the entire education community in the writing of the curriculum truly makes it a North Carolina curriculum of which the State can be justifiably proud. We look forward in the coming years to working with all of you in revising and improving the competency-based curriculum in order that it will continue to meet the needs of the children of North Carolina.

Joseph B. Webb

Joseph B. Webb
Assistant State Superintendent
Instructional Services

BACKGROUND AND OVERVIEW

Introduction

Immediately following the passage of the Elementary and Secondary Reform Act in June of 1984, the area of Instructional Services within the North Carolina State Department of Public Instruction began a revision of the North Carolina Standard Course of Study and the development of the Teacher Handbook for the competency-based curriculum. These efforts represent a significant part of the development of a basic education program for North Carolina's Public Schools.

Three publications hold the results of our efforts to define a basic education program for the State: The Basic Education Program for North Carolina's Public Schools, North Carolina Standard Course of Study, and the Teacher Handbook for the competency-based curriculum. The Basic Education Program for North Carolina's Public Schools outlines the curriculum, programs not confined to subject areas, general standards, material support, and staffing which should be provided in all schools throughout the State. The North Carolina Standard Course of Study, adopted by the State Board of Education, provides an overview of the basic curriculum which should be made available to every child in the public schools of our State. It includes the subject or skills areas of arts education, communication skills, guidance, healthful living, library/media skills, mathematics, science, second language studies, social studies, and vocational education as well as the philosophy and rationale underlying the curriculum and considerations which should be made in developing thinking skills and providing for the needs of exceptional children. The Teacher Handbook for the competency-based curriculum provides recommended goals and objectives and suggested measures for each subject or skills area.

The first step taken in auditing and refining the curriculum in each subject or skills area was to review and synthesize the reports of curriculum review committees and the work contained in two earlier publications (Course of Study for Elementary and Secondary Schools K-12 and Competency Goals and Performance Indicators). The next step was to involve educators from local education agencies and institutions of higher education in working with the North Carolina Department of Public Instruction staff to expand and refine the curriculum. Thousands of persons throughout the State have been involved in the development of the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum.

Three important points should be kept in mind when reviewing these documents. First, while the curriculum represents the standard course of study which should be available to all children in North Carolina Public schools, many public schools in the State presently offer an even more comprehensive curriculum. Second, the standard course of study includes the curriculum that should be made available to every child, not what every child is actually required to take. Required subjects or courses are outlined in the appendices.

Third, the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum will never actually be completed. Several steps have been taken to insure that the curriculum may be constantly updated: the documents have been entered on an IBM 5520 computer word-processing program for ease of revision and updating; the competency-based curriculum has been produced in loose-leaf form so that revised or additional pages may easily be added; and included in each document is the name of a contact person within the State Department of Public Instruction to whom staff in local education agencies or others may send suggestions for additions or revisions (Appendix I). As with any viable curriculum, these documents must be constantly open to review, expansion, and revision in order that they continue to meet the needs of the children of the State of North Carolina.

Philosophy and Rationale

The philosophy and rationale underlying the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum imply a context in which the curriculum will be implemented. What follows are definitions of the purposes for which the curriculum was developed and the principles incorporated into its development as well as descriptions of who will implement it and where it will be successfully implemented.

Purposes and Principles

The primary purposes of the North Carolina Standard Course of Study and the competency-based curriculum are (1) to help students become responsible, productive citizens and (2) to help students achieve a sense of personal fulfillment. It is clear that there are competencies which a student must develop in order to meet both of these purposes.

Students must develop the specific competencies needed to gain employment or continue their education. These competencies include critical thinking skills, skills with media and technology, and the basic content knowledge provided within a core curriculum (arts education, communication skills, healthful living, mathematics, science, second language studies, social studies, and vocational education).

Students must develop the skills and attitudes necessary to cope with contemporary society. Among these are a positive attitude toward oneself, a sense of independence and responsibility for oneself, an understanding of oneself and one's own culture, a positive attitude toward others including those who come from different cultures, a respect for the rights of others, a sensitivity to the needs and feelings of others, a sense of responsibility to others, a willingness to cooperate with others in working toward a common goal, and the ability to understand and cope with a constantly changing society.

In order to help students become responsible, productive citizens who have a sense of personal fulfillment, commonly accepted principles of learning have been incorporated into the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum. One of these principles is the importance of integrating the curriculum--of emphasizing the understanding of concepts and processes over the mere acquisition of isolated facts. Stressing the mastery of integrated knowledge helps students to move from what is known to an understanding of the unknown, to see relationships and patterns and begin to make generalizations, to understand the interrelatedness of the subject areas and skills areas, and to succeed in learning. An integrated curriculum helps students learn how to learn.

Another principle considered in the development of the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum is that learners are more likely to attempt those tasks at which they feel they can succeed and which are relevant to their lives. If students are to be successful in school and if they are to pursue lifelong learning, they must see learning as worthwhile. The competency-based curriculum is, therefore, a program of continuous learning based upon the individual student's needs, interests, and stages of development. The curriculum provides opportunities for the student to develop self-expression, to learn to communicate effectively, to maintain and develop both physical and emotional health, to choose among curriculum electives, and to become an active participant in the learning process. The importance of personalizing the curriculum to help each student reach her/his maximum potential is stressed.

Effective Teachers

It is the classroom teacher at each grade level or in each subject area who has the most direct influence on the implementation of the North Carolina Standard Course of Study and the competency-based curriculum. The ultimate task of integrating the curriculum must be performed by the classroom teacher through preparation for instruction and presentation of content. Student success in learning is assured when teachers use the information gained through monitoring and evaluation to determine appropriate instructional tasks and to provide appropriate feedback to students. What the teacher presents and how the teacher presents it determines whether students feel the task is relevant to their lives. The teacher's efficient management of instructional time and student behavior are also important to the successful implementation of the curriculum in each classroom.

Effective Schools

Several common characteristics will be present in the schools which most effectively implement the North Carolina Standard Course of Study and the competency-based curriculum. These characteristics include strong instructional and administrative leadership by the principal of the school, dedicated and qualified teachers, an emphasis on curriculum and instruction, a positive school climate, ongoing evaluation based on student achievement, and good home/school relations. Strong instructional and administrative leadership by the principal means that the principal functions as the instructional leader, supports instructional effectiveness by the way in which the school is managed, and clearly communicates the school's mission to staff, students, and parents. Dedicated and qualified teachers care about their students, understand and support school-wide goals and procedures, work as a team, exhibit positive morale and enthusiasm for their work, and demonstrate their good training through application of the skills involved in quality teaching. An emphasis on curriculum and instruction includes clearly stated school-wide goals and objectives, structured staff development based on the

school's goals, curriculum continuity (alignment among school-wide goals, instructional approaches, materials used, and the assessment of students' needs, abilities, and interests), and a high percentage of student time-on-task. Elements of a positive school climate are a safe and orderly environment, a perceptible feeling of pride and school spirit in all that the school does, the communication of high academic and social expectations to students, and opportunities for student responsibility and involvement. Ongoing evaluation based on student achievement begins with early identification of students' needs, abilities, and interests, includes frequent monitoring of student progress in multiple ways (teacher observation, classroom activities, homework, teacher-made tests, mastery skills checklists, criterion-referenced tests), and results in appropriate instructional prescriptions to improve individual student performance and the school-wide instructional program. Good home/school relations are the outgrowth of effective, positive communication between the school and the home. This includes encouraging parents to help their children at home, making them feel they are appreciated by the school staff, and letting them know they are welcome in the school and have a part to play in school affairs. Good home/school relations increase parents' support of the school's instructional goals and disciplinary policies.

The characteristics described above will be found in the elementary, middle/junior high, and high schools which most effectively implement the North Carolina Standard Course of Study and the competency-based curriculum. However, in each of these schools consideration must be given to the unique development needs--intellectual, physical, social, and emotional--of the students served. For example, the need of young children for concrete, hands-on experiences; the need of middle school children for transitional experiences in curriculum choices, scheduling, and conseling; and the need of high school students for the variety of curriculum choices provided by the comprehensive high school.

The North Carolina Standard Course of Study and the competency-based curriculum represent a comprehensive, integrated course of study; however no document by itself has ever made the ultimate difference in the quality of education which children receive. Principals who function as instructional leaders and teachers who make use of their most effective teaching skills will appropriately implement the competency-based curriculum and thus insure that the children of North Carolina receive a quality education.

Thinking Skills

In order to become productive, responsible citizens and to achieve a sense of personal fulfillment, students must develop the ability to think. Thinking skills should be developed and reinforced throughout the curriculum and during every activity of the school day. It is also important that students be helped to apply these skills to "real life" situations outside the school.

The most frequently used system for classifying thinking skills is Bloom's (1956) Taxonomy. This system, with adaptations made by Sanders (1966) and Soar et al. (1969), was used in the integration of thinking skills throughout the Teacher Handbook for the competency-based curriculum. These skills fall into seven broad categories--memory, translation, interpretation, application, analysis, synthesis, and evaluation.

The most basic thinking skills are memory and translation. Memory involves the ability to remember specific pieces of information or facts such as names, dates, events, and rules. Translation requires the student to remember specifics and to understand or express them in her/his own terms. One example of a translation skill is the student's ability to restate a classroom rule in her/his own words. Another example is the ability to read the mathematical symbol "+" as "plus".

Remembering isolated bits of information or even restating that information in one's own words does not necessarily require reasoning on the part of the student. Higher-level thinking skills are defined as those processes which require thinking or reasoning above the levels of memory or translation--interpretation, application, analysis, synthesis, and evaluation.

Students begin to demonstrate their ability to reason through interpreting information, applying what is learned in one situation to a new situation, and analyzing information. Ways in which a student might demonstrate the ability to interpret information are to list the similarities and differences between two or more objects or to tell why a particular classroom rule was established. A student demonstrates a degree of ability in the category of application when s/he is able to explain how the principle of representative government at the state and federal levels may apply to the election of officers to the student council. A student who reads a newspaper editorial and is able to distinguish fact from opinion, point out unstated assumptions, and recognize bias is demonstrating skills of analysis.

When students apply skills of analysis, they are taking apart a whole. When students apply synthesis skills, they are creating a whole that is unique or new to them. Synthesis is usually equated with creativity. Composing a song, building a model house, or formulating a hypothesis during a science experiment are examples of synthesis activities.

Evaluation is distinct from opinion in that evaluation is the conscious making of judgments based on evidence or criteria. Opinion is usually formed from an emotional or affective base. Students serving as jurors during a simulated trial are using evaluation skills or making judgments based on evidence. Students critiquing one another's writing based on established elements of style are using evaluation skills or making judgments based on criteria.

To insure that students develop higher-level thinking skills they should be guided in the use of these skills in each subject area at each grade level and in their application to "real life" situations. When developing lesson plans, teachers should prepare tasks and questions at a variety of cognitive levels. However, strict adherence to previously prepared questions may inhibit rather than enhance a class discussion. Furthermore, it is often difficult to think of appropriately worded higher-level questions in the midst of a good classroom discussion. The following simple strategies will lead to the asking of higher-level questions and the giving of higher-level responses:

1. Before starting an activity, explain to the learner what you are going to do.
2. Before starting an activity, give the learner time to familiarize her/himself with the materials.
3. Ask questions which require multiple word answers.
   (e.g., "Why did he choose that path?")
4. Ask questions which have more than one correct answer.
   (e.g., "What things make people happy?")
5. Encourage the learner to enlarge upon her/his answer.
   (e.g., "Tell us more about that.")
6. Get the learner to make judgments on the basis of evidence rather than by guessing.
   (e.g., "You said . . . Read the line in the book that made you think that.")
7. Give the learner time to think about the problem; don't be too quick to help.
   (e.g., Wait at least five seconds before prompting or asking another question.)
8. Get the learner to ask questions.
   (e.g., "If the astronaut were in our classroom, what questions would you ask her?")
9. Praise the learner when s/he does well or takes small steps in the right direction.
10. Let the learner know when her/his answer or work is wrong, but do so in a positive or neutral manner. (Desirable Teaching Behavior Task Force, 1976)

The following are examples of two levels of activities (K-1 and above K-1) within the seven categories of thinking skills and two categories of questions or statements (affectivity and procedure) outside the seven categories of thinking skills:

Florida Taxonomy of Cognitive Behavior--K-1 Form (Soar et al., 1969)

1. Memory--items at this level are intended to represent no activity other than rote memory. The pupil is expected to give back an idea in the same form it was given, without changing the nature of the idea or the form in which it was expressed.

   a. repeats from memory
   b. repeats other
   c. repeats in sequence
   d. choral response
   e. spells
   f. gives/receives information
   g. seeks information

2. Translation--the intent of this category is to identify pupil activities involved in changing the form in which an idea is expressed, but not in changing or manipulating the idea itself.

   a. sounds letters
   b. names pictures, objects, colors, letters
   c. copies letter, number, work (learned)
   d. gives/follows directions
   e. describes situation, event
   f. reports experience (2+ thoughts)
   g. describes situation, event
   h. recognizes word (sight words)
   i. translates one language into another or vice versa (e.g., math symbols into words or Spanish into English)
   j. asks/gives permission
   k. puts into own words

3. Interpretation--the activities in this category are those of making comparisons, identifying similarities or differences, identifying relatedness, or carrying out a process in which the child has previously been instructed, when told that the process is appropriate.

   a. sounds out word
   b. classifies (1 attribute)
   c. counts
   d. adds/subtracts
   e. uses units, tens
   f. compares letters, numbers
   g. copies letters(s), number(s)--learning
   h. gives class name (vehicle, etc.)
   i. identifies similarities, differences
   j. asks/gives reason (opinion)
   k. names sensation
   l. performs learned task or process
   m. relates terms (e.g., 1/first, little/small, purple/violet/lavender)
   n. makes comparisons
   o. describes what may be seen to be happening in a picture

4. Application--one of the central aspects of application is that the student is able to select from past learning that which is appropriate for the current situation, and apply it. In interpretation a process was carried out when specified, but here the pupil must decide her/himself what process should be applied. Organization and the interrelationships between two or more ideas are central.

   a. classification (2+ attributes)
   b. directs learning game
   c. creates arithmetic problem
   d. writes/types sentence
   e. asks/tells who, what, or where
   f. seriates (alphabetizes)
   g. applies previous learning to new situation
   h. reads (thought unit)
   i. selects and carries out process

5. Analysis--the central elements in this category are those of inferring causation, motivation, or feelings from information given about the setting and the behavior of the people involved, or of identifying information which supports a conclusion, or establishing the accuracy of a process. The selection and use of relevant supporting data is the central process.

   a. verifies equation balance
   b. infers feeling or motive
   c. infers causality (tells why)
   d. cites evidence for conclusions

6. Synthesis--the central idea of the synthesis category is that the child organize ideas in a way that is new to her/him, or projects probable consequences of a given behavior, or formulates a plan or set of rules to deal with anticipated difficulties, or produces something which is new to her/him.

   a. elaborates on picture or story
   b. proposes plan or rule
   c. play-acts
   d. makes up story
   e. makes fantasied object (e.g., sand or clay)
   f. makes common object (e.g., sand or clay)
   g. draws/colors common object
   h. draws/colors fantasied object
   i. makes predictions based on available facts

7. Evaluation--the central concept of evaluation is that there must exist a set of standards or criteria against which behavior or some sort of product is compared.

   a. compares with criteria or rule
   b. compares with plan

Florida Taxonomy of Cognitive Behavior (Brown et al., 1968)

1. Knowledge (memory)

1.1 Knowledge of Specifics--requires the memorization of information or knowledge which can be isolated or remembered separately, the smallest meaningful bits.

a. reads
b. spells
c. identifies something by name
d. defines meaning of term
e. gives a specific fact
f. tells about an event

1.2 Knowledge of Ways & Means of Dealing with Specifics--requires knowledge about the manner in which specific information is handled--the ways of organizing, working, and evaluating ideas and phenomena which form the connecting links between specifics. It does not require the learner to deal actually with the specifics her/himself, but rather to know of their existence and possible use. Thus, s/he may be expected to state a previously encountered principle or generalization, but not to develop one. The items which belong to this category refer to processes rather than products of processes; they usually represent higher abstractions than the items of the preceding category.

a. recognizes symbol
b. cites rule
c. gives chronological sequence
d. gives steps of process, describes method
e. cites trend
f. names classification system or standard
g. names what fits given system or standard

1.3 Knowledge of Universals & Abstractions--deals with the highest of abstractions at the memory level. In order to evidence this behavior the individual must know major generalizations, their interrelations, and patterns into which information can be organized and structured. These items reflect the major concepts which comprise the framework of a discipline or major area of knowledge. The four items in this category are descriptions of behavior which would identify or verbalize a major concept.

a. states generalized concept or idea
b. states a principle, law, or theory
c. tells about organization or structure
d. recalls name of principle, law, or theory

2. Translation--is dependent upon possession of relevant knowledge. The task is to convert communication into known terms; it requires the understanding of the literal message in the communication. Communication is used here in its broadest sense; it could be a demonstration, a field trip, a musical work, a verbal message, or be demonstrated in pictorial or symbolic form.

a. restates in own words or briefer terms
b. gives concrete example of an abstract idea
c. verbalizes from a graphic representation
d. translates verbalization into graphic form
e. translates figurative statement to literal statement or vice versa
f. translates foreign language into English or vice versa

3. Interpretation--individual not only identifies and comprehends ideas, as in translation, but also understands their relationships. It goes beyond repetition and rephrasing the parts of a communication to determine the larger and more general ideas contained in it. Thus, comprehension may require reordering into a new configuration in the mind of a person, involving the determination of the relative importance of ideas and the interrelationships. However, the thinking is dependent upon what is given to the student--s/he is not expected to bring abstractions from other experiences into the situation.

a. gives reason (tells why)
b. shows similarities or differences
c. summarizes or concludes from observation of evidence
d. shows cause and effect relationship
e. gives analogy, simile, metaphor
f. performs a directed task or process

4. Application--individual must know an abstraction well enough to be able to demonstrate its use in a new situation. The task is to bring to bear upon given material or situation the appropriate information, generalizations or principles that are required to solve a problem. Application, as distinguished from comprehension, involves transfer of training. It is based on an individual's being able to apply previous learning to a new or novel situation without having to be shown how to use it. The problem itself is given.

a. applies previous learning to a new situation
b. applies principle to new situation
c. applies abstract knowledge in a practical situation
d. identifies, selects, and carries out process

5. Analysis--describes cognitive behavior in which there is an emphasis on the breakdown of material into its parts in order to detect the relationships of the parts and the way they are organized. The first four items at this level describe skills used in the identification or classification of the elements of the communication.

a. distinguishes fact from opinion
b. distinguishes fact from hypothesis
c. distinguishes conclusions from statements which support it
d. points out unstated assumption
e. shows interaction or relation of elements
f. points out particulars to justify conclusion
g. checks hypothesis with given information

h. distinguishes relevant from irrelevant information
i. detects error in thinking
j. infers purpose, point of view, thoughts, feelings
k. recognizes bias or propaganda

6. Synthesis (creativity)--represents cognitive activities in which the individual puts together elements and parts in order to form a whole in such a way as to constitute a pattern or structure that was not stated before. This entails recombining parts of earlier experiences in a new organization that is unique to the synthesizer. In analysis, the person takes apart a given whole; in synthesis s/he creates a whole.

   a. reorganizes ideas, materials, processes
   b. produces unique communication or divergent idea
   c. produces a plan, proposed set of operations
   d. designs an apparatus
   e. designs a structure
   f. devises scheme for classifying information
   g. formulates hypothesis, intelligent guess
   h. makes deductions from abstract symbols, propositions
   i. draws inductive generalization from specifics

7. Evaluation--describes activities of conscious judgment making; involves use of criteria or standards to determine the worth or value of methods, materials, or ideas. Evaluations must be distinguished from opinions which are usually made from an emotional or affective base.

   a. evaluates something from evidence
   b. evaluates something from criteria

Noncognitive Categories of Questions/Statements or Tasks (Davis & Tinsley, 1967)

Affectivity--questions/statements or tasks which elicit feeling, emotion, or opinion without a standard of appraisal, e.g., "How does the story make you feel?" or "Wasn't that a good story!"

Procedure--questions/statements or tasks related to organization, behavior, or management, e.g., "Are you listening to me?" or "Please get ready for class to begin."

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Programs for Exceptional Children

Exceptional children are (1) learners who because of permanent or temporary mental, physical, or emotional handicaps need special education and are unable to have all their educational needs met in a regular class without special education or related services, or (2) learners who demonstrate or have the potential to demonstrate outstanding intellectual aptitude and specific academic ability and, in order to develop these abilities, may require differentiated educational services beyond those ordinarily provided by the regular school program. Classifications of exceptional children include those who are autistic, academically gifted, hearing impaired (deaf or hard of hearing), mentally handicapped (educable, trainable, or severely/profoundly), multi-handicapped, orthopedically impaired, other health impaired, pregnant, behaviorally/emotionally handicapped, specific learning disabled, speech/language impaired, and visually impaired (blind or partially-sighted).

The primary purpose of exceptional children programs is to insure that handicapped and gifted learners develop mentally, physically, and emotionally to the maximum extent possible through the provision of an appropriate, individualized education in the proper setting.

Curricula for most exceptional learners follow the curricula designed for learners in general education. However, modification of instructional programs, creative instructional approaches, individualized programming, and appropriate selection and use of curricula are necessary to meet the special needs of exceptional learners. In curricula, emphasis must be given to instruction in arts education, communication skills, healthful living, mathematics, library/media skills, science, social studies, and vocational education. Attention must be focused upon cognitive, affective, psychomotor, and vocational development within the curricular areas. The Individualized Education Program for the handicapped and the Group Education Program for the academically gifted, both of which are based upon a comprehensive assessment, are to state in writing the special curricular offerings to be provided to each exceptional learner.

The Individual Education Program for the handicapped requires objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether or not short-term instructional objectives have been achieved. The Group Education Program for the academically gifted requires annual goals and evaluation methods. All special education instruction provided to handicapped and academically gifted learners is to be individualized and designed to meet unique learning needs.

Learning outcomes--knowledge, skills, concepts, understandings, and attitudes--for the handicapped and the academically gifted will differ from learner to learner. For many exceptional learners, the same learning outcomes developed for learners in general education will be appropriate. Some exceptional learners will meet the learning outcomes at a different time and in a different manner than learners in general education. Some handicapped learners might not meet the learning outcomes in general education and will need a totally different curriculum.

The majority of handicapped and academically gifted learners spend a portion of their instructional day within general education, integrated into classes with non-handicapped and nonacademically gifted learners. General education teachers, as well as exceptional education teachers, must be familiar with curricula and capable of selecting appropriate curricular goals and objectives based upon the unique educational needs of each learner as determined by comprehensive assessment, and as stated in the Individualized Education Program for exceptional learners, emphasis needs to be placed on instructional techniques rather than differentiated or modified curricula.

While the general education curricula are appropriate for most exceptional learners, there are times when the teacher must vary the curricular content: some children are not ready for certain types of curricular content at the usual age; some disabilities prevent or make difficult participation in certain learning experiences; different levels of ability may limit or encourage participation in certain school subjects; and some learners spend less time in school. Curricular choice is determined by need.

Curricular goals must be oriented toward skills and application instead of general knowledge. The goals must include skills related to maintaining health, communicating ideas, achieving personal and social growth, handling money concerns, working with measurements, getting along in an expanding community, coping with the physical environment, maintaining a home, using leisure time, and career development.

The competency-based curriculum is to be maximized for exceptional learners. Teachers must be familiar with the curriculum, making judicial use of it in the instructional program for handicapped and academically gifted learners.

Notes to Those Using the TEACHER HANDBOOK

The North Carolina Standard Course of Study, adopted by the State Board of Education, provides an overview of the basic curriculum which should be made available to every child in the public schools of our State. It includes the subject or skills areas of arts education, communication skills, guidance, healthful living, library/media skills, mathematics, science, second language studies, social studies, and vocational education as well as the philosophy and rationale underlying the curriculum and considerations which should be made in developing thinking skills and providing for the needs of exceptional children. The Teacher Handbook for the competency-based curriculum provides recommended goals and objectives and suggested measures for each subject or skills area.

Definitions

Competency Goals: broad statements of general direction or purpose.

Objectives: specific statements of what the student will know or be able to do.

Measures: a variety of suggestions for ways in which the student may demonstrate s/he is able to meet the objective.

How to Read the Goals, Objectives, and Measures

Competency Goals have been written as complete sentences stating why the learner should be able to meet the stated objectives, e.g., "The learner will know causes and events of the settlement of the West."

For purposes of clarity and brevity Objectives have been written as phrases or clauses beginning with a verb, e.g., "Know the importance of railroads in the settlement of the West." These phrases or clauses would logically be preceded by "The learner will (know the importance of railroads in the settlement of the West)."

For purposes of clarity and brevity Measures have also been written as phrases or clauses beginning with a verb, e.g., "Describe the advantages of the railroad over horse-drawn wagon, river transportation, and other commonly used methods of transportation." These phrases or clauses would logically be preceded by "One way (or some ways) a student may demonstrate s/he is able to meet successfully the objective is to (describe the advantages of the railroad over horse-drawn wagon, river transportation, and other commonly used methods of transportation)."

Appendix E is an example of a page from the Teacher Handbook for the competency-based curriculum.

Student Placement

From kindergarten through eighth grade each skill or subject area has been divided into grade levels. This was done in order to make it easier for teachers to gain a general idea of what should be covered at each grade level. In order that instruction fit the individual needs of each student, it is most important that the classroom teacher use the activities in the Measures column to determine the appropriate placement for each child. For example, if a second-grade student is not able to complete successfully the Measures in the reading skills section at the second-grade level, Measures at the first-grade or kindergarten level should be administered. When the base level at which the child can perform successfully has been determined, instruction should begin with and proceed from that level of Competency Goals and Objectives.

The Measures column includes a variety of suggested means for assessing student performance including informal measurements (e.g., manipulatives, oral reports, role playing, projects, and some paper and pencil activities) and formal measurements (e.g., items for teacher-made tests, criterion referenced tests, and/or standardized tests). Some of the items in this column may be administered in whole-group or small-group situations; others should be given only to individual students. These items may be used for the purpose of pretesting to determine appropriate student placement, for monitoring ongoing student progress, and/or for post-testing to determine student learning.

It is apparent that in order for students to be placed appropriately for instruction (particularly in first through eighth grade), each teacher must have at least one, and preferably two or more, grade levels of the competency-based curriculum on each side of the grade s/he is teaching. It must be remembered that the higher the grade level the greater the span of students' needs and, therefore, the greater the need for a teacher to have a wider grade span of the curriculum available. An adequate grade span of the curriculum is also important for teachers of exceptional children at all grade levels.

Responsibility for Implementation

The North Carolina Standard Course of Study specifies which skills and subjects are to be taught at each grade level from kindergarten through grade twelve. The skills to be taught or developed at all grade levels are communication skills, library/media skills, thinking skills, and affective skills. The subjects to be taught from kindergarten through grade six are arts education, healthful living, mathematics, science, second language studies, and social studies. The same subjects, with the addition of vocational education, are to be taught in grades seven through twelve.

The Teacher Handbook for the competency-based curriculum provides recommendations for what should be taught in each skills or subject area from kindergarten through eighth grade and in each course from ninth through twelfth grade. Each teacher's primary responsibility is to teach the subject(s) or courses which s/he is specifically assigned, as well as to help students develop thinking and affective skills. However, each teacher also has a responsibility for appropriately integrating other skills (communication, library/media) and subjects (arts, healthful living, mathematics, science, second language studies, social studies, and vocational education) into the skills or subject areas which are her/his specific assignment.

Teachers in departmentalized schools at the middle/junior high or secondary levels have a responsibility for integrating curriculum in several ways. These include: (1) the integration of curriculum within their subject area in order to help students to make a smooth transition from one level to the next, e.g., from English I to English II, from Algebra I to Algebra II, from French II to French III; (2) the appropriate integration and development of those skills which are every teacher's responsibility (thinking and affective skills); and (3) whenever appropriate, the integration of other skills and subjects into their specifically assigned subject or skills area.

The Teacher Handbook for the competency-based curriculum serves as a resource guide for the integration of all skills and subjects in departmentalized situations. Teachers may look over the curriculum within the specific skills or subject area for which they are responsible in order to determine the overall scope and sequence. They may look at the outlines for thinking and affective skills in order to determine which of those skills have been integrated into their particular segments of the curriculum or to determine how they may integrate additional thinking and affective skills. Looking over other skills and subject areas will help teachers determine what should be appropriately integrated into their own areas. For example, while it is a primary responsibility of the high school English teacher to teach writing and speaking skills, the high school social studies teacher must be familiar with those skills and has a responsibility for reinforcing those skills in the written and oral work done in the social studies classes. Prior to beginning written and oral reports the social studies teacher should review the writing and speaking skills portions of the communications skills curriculum, using these as guidelines for instruction and the development of student assignments. Similar examples could be given with mathematics and science teachers or English and vocational education teachers.

Teachers in self-contained classrooms at the elementary, middle/junior high, or high school levels have the primary responsibility for integrating the curriculum in a variety of ways. These include: (1) integrating the curriculum within each skills or subject area in order to help students make a smooth transition from one grade level to the next; (2) integrating thinking skills and affective skills throughout all areas of the curriculum; (3) the integration of skills and subjects whenever possible though units of study;

(4) integrating skills and subjects introduced by teachers or specialists outside the homeroom into what is being taught within the homeroom; and (5) coordinating the efforts of teachers outside the homeroom (teachers of arts education, physical education, exceptional children, and library/media specialists, or guidance counselors) in order to supplement the homeroom curriculum. The Teacher Handbook for the competency-based curriculum serves as a guide for the integration of skills and subjects in self-contained situations as it does in departmentalized situations.

The principal shares in the responsibility for the successful implementation of the competency-based curriculum. The implementation and integration of the curriculum should be the focal point for decisions made by the principal in the role of instructional and administrative leader. Decisions made with respect to scheduling, disposition of student discipline, uninterrupted time for classroom instruction, and the distribution of materials and supplies may each serve to facilitate or frustrate the successful implementation and integration of the curriculum.

Staff within the area of Instructional Services at the North Carolina Department of Public Instruction also share responsibility for the successful implementation of the competency-based curriculum. Staff from the Regional Education Centers and Raleigh are, of course, available to assist Local Education Agencies in the implementation of the curriculum.

Use of Textbooks

The North Carolina Standard Course of Study is the curriculum approved for the public schools of North Carolina. Textbooks supplement this curriculum. With reference to their appropriateness for use with the North Carolina Standard Course of Study, textbooks are reviewed and recommended by the Textbook Commission. The State Board of Education then adopts a list of textbooks from which school districts make individual selections. Appendix G is a description of this process. If textbooks are at variance with the curriculum, the North Carolina Standard Course of Study takes precedence.

Computer Access

The North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum (with the exception of mathematics grades 7-12) have been entered on the IBM 5520 computer at the State Department of Public Instruction. Each skills or subject area at each grade level has been entered as a separate document. This allows Local Education Agencies, Institutions of Higher Education, and others with access to the mainframe in Raleigh to call up and print out any portion of the curriculum, e.g., any skills or subject area across all grade levels, all skills and subjects for one particular grade level, one subject at one grade level, or the entire competency-based curriculum. Those with access to the mainframe will, therefore, have immediate access to any revisions or additions to the curriculum.

Activities and Resources

The development or cataloging of activities and resources to assist in the implementation of the competency-based curriculum is an ongoing activity of Instructional Services staff working with teachers and others in each of the Local Education Agencies. Concentrating this effort in the local school districts provides teachers the opportunity to become familiar with the curriculum. As activities and resources are developed for each skills or subject area, they will be made available for State-wide dissemination through the IBM mainframe.

Working Space

Working space has been left at the end of goals throughout the Teacher Handbook for the competency-based curriculum. This space has been provided so that teachers may write in additional objectives and measures and/or make notes regarding instruction, activities, and resources.

How to Make Suggestions for Additions or Revisions

As with any viable curriculum, the Teacher Handbook for the competency-based curriculum must be open to constant review, expansion, and revision in order that it continue to meet the needs of the children of this State. Anyone having suggestions for additions to or revisions of this curriculum may complete and submit the form in Appendix I, or may contact:

Joseph B. Webb
Assistant State Superintendent
for Instructional Services
Education Building
Raleigh, NC 27611

Library/Media & Computer Skills

COMPETENCY-BASED CURRICULUM

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

LIBRARY/MEDIA AND COMPUTER SKILLS

PURPOSE AND OVERVIEW

The goal of the school library/media program is to ensure that each child acquires skills necessary to become an independent learner.

The school library/media skills program is an integral part of the instructional process. Good library/media programs are designed to teach the learner skills in finding, evaluating, and applying information to help her/him function effectively as an individual. Quality library/media programs recognize that students function at different levels of maturity, ability, and interest.

Educators are increasingly aware that schools must attempt to provide instruction relative to the varying needs, ability levels, and cultural backgrounds of today's students. These students come to school with varied psychological and emotional experiences. In addition, they are exposed daily to highly stimulating and rapidly changing technology outside the school setting. If students are to function successfully in a complex society, they must acquire skills and knowledge to become independent learners. Within the school, the library/media program is a major force which helps the student develop necessary skills. The school's media center should serve as an extension of the classroom--a laboratory for learning those skills that can be applied to information needs throughout the student's life.

Studies have demonstrated that the teaching of library/media skills is most successful when integrated into the curriculum instead of being taught as a separate, unrelated course. Since skills are best acquired through meaningful experiences rather than through arbitrarily scheduled or isolated exercises, instruction should be designed to meet the needs and interests generated from classroom activities and assignments.

The teaching of library/media skills should be a cooperative effort between the school media coordinator and the classroom teacher; instruction may occur in the media center or in the classroom. When teachers and media coordinators share the responsibility for planning, teaching, and providing opportunities for students to practice, the integration of library media skills instruction into the curriculum will occur at the most appropriate time and will maximize retention by students.

COURSE OF STUDY

The school library/media skills curriculum is not simply a list of topics to be covered at one specific time in the K-12 curriculum. It is a set of clearly defined skills (locational, inquiry/investigation, reporting, literature appreciation, and reading guidance) initiated with the student's introduction to the media center and continued consistently through a sequential plan, from kindergarten through the twelfth grade.

As students advance from grade to grade, the information resources introduced become more specialized and the depth of skills instruction increases. Realizing that few library/media skills can be acquired from one brief exposure, emphasis is placed on constant reinforcement (practice) of skills previously introduced and taught. Continuous review, reinforcement, and expansion of the skills improve a student's ability to be an independent user of all types of information resources--the goal of a library/media skills program.

LEARNING OUTCOMES

The skills outlined below should serve as a basis for identifying desired learning outcomes. They are:

- orientation and organization--the learner will demonstrate a working knowledge of the media center's organization and the procedures required to use the center and its collections
- selection and utilization--the learner will select and use materials and equipment appropriate to personal needs and classroom assignments
- comprehension and application--the learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere
- production and presentation--the learner will design, produce and/or select a variety of media formats to present information
- enrichment--the learner will expand reading, listening, and viewing interests by using a variety of media for personal growth, vocational pursuits, and recreation
- computer awareness--the learner will demonstrate an understanding of computers, their operation, and their possible application to solving relevant problems

GRADES K-3

Major Emphases

In the primary grades, students are exposed to a variety of activities in the library/media program under the guidance and close supervision of both the media and instructional staff. Emphasis is given to the formation of good study habits and the acquisition of skills that will influence the students' learning experiences throughout life.

As a result of their experience in the K-3 years, students will:

1. Be familiar with the library/media center and its staff and be able to assist with simple, routine tasks.

2. Understand fundamental library/media terminology.

3. Choose, borrow, use, and return materials and equipment to the center.

4. Use basic communication skills for information and for enjoyment.

5. Enjoy various forms of literature--e.g., nursery rhymes, fairy tales, and other literary experiences offered in the media program.

6. Exhibit respect for school property and the rights of others.

The numbering system for library/media skills is designed to allow the user to locate the same skill, where relevant, at several grade levels. This permits greater flexibility in selecting measures most appropriate for the wide range of student abilities. If a number is missing, the skill is not addressed at that grade level.

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: K

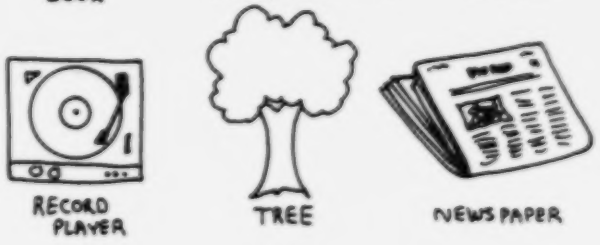
Skills/Subject Area: Orientation and Organization

COMPETENCY GOAL 1: The learner will demonstrate a working knowledge of the media center's organization and the procedures required to use the center and its collections.

Objectives	Measures
1.1 After an introduction to media personnel, a tour of the media center, and a discussion of the center's policies and procedures: a. Name media center personnel b. Follow oral and graphic instructions for using the center c. Check out and return resources d. Locate and identify various areas of the media center: (1) easy book (2) listening/viewing (3) nonprint (4) magazine (5) circulation (6) storytelling (7) large group	1.1.1 Call the media personnel by name. 1.1.2 Select the photograph(s) of media personnel from a group of faculty pictures. 1.1.3 Walk to specific areas of the media center when asked. 1.1.4 Listen to and discuss books that will combine story hour with an introduction to the media center, e.g., Tell Me Some More by Crosby Bonsall, Rosa-Too-Little by Sue Felt, I Like the Library by Anne Rockwell, or Calico Cat Meets Bookworm by Donald Charles. 1.1.5 Practice signing a sample book card.
1.2 Identify simple media terms after having been introduced to them, e.g., book card, book pocket, library/media center.	1.2.1 Name media objects when shown each item. 1.2.2 View a sound filmstrip or motion picture to become familiar with media terms (See North Carolina Advisory Lists for recommended titles).

Skills/Subject Area: Orientation and Organization

COMPETENCY GOAL 1: The learner will demonstrate a working knowledge of the media center's organization and the procedures required to use the center and its collections.

Objectives	Measures
1.3 Locate and identify various resources in the media center, e.g., magazines, easy books, study prints, sound books, filmstrips, and equipment used by teacher, media coordinator or students including: a. audiocassette players/recorders b. videocassette players/recorders c. radios d. overhead projectors f. film projectors g. sound filmstrip viewers/projectors h. simple cameras i. computers j. headsets and jackboxes k. video cameras	1.3.1 Select the resource to be used with an item of equipment when the equipment is described or shown, e.g., when record player is shown, the student should pick up a record. 1.3.2 Identify resources by using flashcards. (Directions: Glue a picture of the resource or equipment on a piece of tagboard; print the name of resource on the opposite side, for student self check. Students should name the item when shown the picture.) 1.3.3 Answer questions such as the following: Circle the items that would be found in the media center: 1. 2. 

Skills/Subject Area: Orientation and Organization

COMPETENCY GOAL 1: The learner will demonstrate a working knowledge of the media center's organization and the procedures required to use the center and its collections.

Objectives	Measures
1.5 Identify some services and resources available at the public library, after a discussion and/or tour of a public library.	1.5.1 Draw a picture or tell of an activity or item available at the public library, e.g., story hour, books.
	1.5.2 View a sound filmstrip or listen to a book that describes activities at the public library, e.g., Mike's House by Julia Sauer, or How My Library Grew, By Dinah by Martha Alexander.

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: K

Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.1 Use listening and viewing skills to obtain information in all curricular areas: a. easy books b. magazines c. records d. sound books (application in 3.8 enrichment in 5.1)	2.1.1 Given two or more resources, find information for a specified task, e.g., find a "cartoon" picture of a cat and a photograph of a cat. 2.1.2 Listen to a story that has many animal characters such as Why Mosquitoes Buzz In People's Ears by Verna Aardema or The Listening Wall by Paul Showers. When the assigned animal is mentioned in the story, imitate the animal sound and motions. 2.1.3 Listen to a sound book. Draw a picture or tell something that happened in the story.
2.2 Use alphabetical order to locate easy books.	2.2.1 Find a book in the "E" section with the same letter on the spine as is on a card prepared by the media coordinator. 2.2.2 Select a book to check out from an assigned shelf in the "E" section, e.g., "D" shelf or "H" house.

Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.3 Follow oral or graphic instructions for using materials and equipment.	2.3.1 Turn pages correctly after being shown how by the media coordinator.
	2.3.2 Look at the display of "happy" and "sad" books. Draw a picture or tell one thing that keeps a book happy and one thing that makes a book sad. (Directions: Save examples of books damaged by water, pencil or crayon marks, dirty hands, pets, or torn pages.)
	2.3.3 Follow oral directions for properly using a record player, records, and headset.
	2.3.4 Give directions to a classmate for using various media resources.
2.4 Use materials requiring equipment for listening and/or viewing and operate accompanying equipment: a. records/record players b. filmstrips/filmstrip viewers c. audiocassettes/cassette players and recorders d. transparencies/overhead projectors e. headsets/jackboxes	2.4.1 Go to the learning/interest center and use the nonprint materials which have been placed there by the instructor, e.g., listen to a sound book using a headset.
	2.4.2 Listen to a fable or fairy tale on a record or audiocassette. Draw a picture or tell something that happened in the story, or place story cards in sequential order.

Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.5 Use the following features of print materials to find information:	2.5.1 After listening to a recorded animal's sound, use book covers or illustrations to find a picture of the animal.
a. covers	2.5.2 Look through a book, filmstrip, or study print to find an assigned picture, e.g., an animal wearing clothes, where a giraffe lives, two kinds of birds.
b. illustrations (application in 3.3)	

Grade Level: K

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.3 Demonstrate an understanding of the following features of print materials: (see 2.5) a. covers b. illustrations	3.3.1 Look at the cover of a book, or the illustrations, and tell something about the book.
3.8 Apply listening and/or viewing skills to identify sequences, main ideas, and specific information in a variety of media (See 2.1).	3.8.1 Arrange a set of pictures in correct order to tell a story. 3.8.2 Listen to a story that has an important sequence, e.g., The Very Hungry Caterpillar by Eric Carle and make a filmstrip for the overhead projector to tell the story (see 4.1.2 for directions). 3.8.3 Identify a pictorial sequence of events after listening to a story. 3.8.4 Dramatize a sequential story, e.g., Caps for Sale by Esphyr Slobodkina.
3.9 Differentiate between fact and fiction and between verbal and nonverbal communication encountered in various media.	3.9.1 When shown illustrations from books, identify the ones that would be fiction, e.g., animals wearing clothes or driving cars. 3.9.2 Look at a story without words; then, share the book with the class, making up a story to accompany the pictures.

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: K

Skills/Subject Area: Production and Presentation

COMPETENCY GOAL 4: The learner will design, produce, and/or select a variety of media formats to present information.

Objectives	Measures
4.1 Follow a specified procedure for producing materials which communicate information or ideas.	4.1.1 Make a bookmark for National Library Week.
	4.1.2 Listen to The Very Hungry Caterpillar by Eric Carle. Make a filmstrip for the overhead projector following these procedures: a. Draw sequences of the story (caterpillar's life cycle) and explain the importance of having the correct sequence. b. Make a storyboard using the pictures and script to include with each frame. c. Make the filmstrip. d. Record the story on an audiocassette.
4.2 Operate simple equipment for production and presentation, e.g., audiocassette recorders and overhead projectors.	4.2.1 Create a story from the pictures in a textless book (stories without words). Record the story. Make filmstrips for the overhead projector, and present the production to the class.
	4.2.2 Practice writing her/his name on a transparency of a book card.

Skills/Subject Area: Production and Presentation

COMPETENCY GOAL 4: The learner will design, produce, and/or select a variety of media formats to present information.

Objectives	Measures
4.3 Present information and creative ideas through personally designed and produced media:	4.3.1 Make a book with illustrations of favorite stories. Show the book to the class.
	4.3.2 Make finger puppets to retell a favorite fairy tale or nursery rhyme.
a. student-produced books	
b. story illustrations	
c. murals	
d. audiocassette tape recordings	
e. filmstrips for overhead projector	
f. handmade transparencies	
g. book jackets	
h. bookmarks	
i. puppets	

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: K Skills/Subject Area: Enrichment

COMPETENCY GOAL 5: The learner will expand reading, listening, and viewing interests by using a variety of media for personal growth, vocational pursuits, and recreation.

Objectives	Measures
5.1 Select materials for pleasure and personal information. (See 2.1)	5.1.1 Ask to return and check out picture books, frequently.
5.2 Demonstrate an appreciation for literature by choosing outstanding titles.	5.2.1 Ask to hear or see outstanding stories during storytelling sessions. 5.2.2 Check out books used during storytelling to take home to hear again.
5.3 Identify outstanding authors and illustrators.	5.3.1 Identify, by name, certain authors/illustrators when their books are shown. 5.3.2 Draw pictures of book characters that have been introduced during storytelling, e.g., Harry The Dirty Dog stories by Gene Zion; Georgie stories by Robert Bright; Angus stories by Marjorie Flack; Little Bear stories by Else Minarik; Harold stories by Crocket Johnson; Frances stories by Russell Hoban; Arthur stories by Lillian Hoban; Frog and Toad stories by Arnold Lobel; and Curious George stories by H.A. Rey. 5.3.3 State the author of books shared during storytelling, e.g., Who writes stories about Angus? (Ms. Flack); Who writes stories about Curious George? (Mr. Rey).

Skills/Subject Area: Enrichment

COMPETENCY GOAL 5: The learner will expand reading, listening, and viewing interests by using a variety of media for personal growth, vocational pursuits, and recreation.

Objectives	Measures
5.4 Communicate to others personal enjoyment of pleasurable experiences in reading, listening, and viewing.	5.4.1 Listen attentively to stories and show pleasure through facial and verbal expressions.
	5.4.2 Draw a picture of a favorite book friend.
	5.4.3 Tell the class about a favorite book heard or read.
	5.4.4 Recite a favorite nursery rhyme.
	5.4.5 Dress up as a favorite storybook character.
5.5 Choose to browse through easy print and nonprint materials and participate in educational games and puzzles during leisure time.	5.5.1 Look at magazines when using the media center independently, e.g., Sesame Street, Scienceland.
	5.5.2 Complete dot-to-dot activities and/or puzzles when using the media center independently.
5.6 Recognize television programs and motion pictures having educational value.	5.6.1 Express feelings after viewing television or motion pictures shown by the media coordinator or teacher.
	5.6.2 View instructional television and answer teacher-developed questions.
5.7 Understand and acknowledge the concept of authorship (writing and illustrating).	5.7.1 State the name of the author/illustrator after storytelling session.
	5.7.2 Complete a page for a class-produced book with an illustration and one or two dictated sentences. (An example of a pattern book to be used is Someday by Charlotte Zolotow.)

Skills/Subject Area: Enrichment

COMPETENCY GOAL 5: The learner will expand reading, listening, and viewing interests by using a variety of media for personal growth, vocational pursuits, and recreation.

Objectives	Measures
5.8 Demonstrate an understanding of the rights of others by working individually or in a group without disturbing those nearby.	5.8.1 Quietly look at a book or complete an activity card.
	5.8.2 Return books on time.
	5.8.3 Draw a circle around the pictures that illustrate "media center manners" or good book care, when given an activity sheet with pictures of media center activities.
5.9 Share knowledge about media center use with others.	5.9.1 Complete a page for a class-produced book by dictating an activity enjoyed in the media center.
	5.9.2 Explain how to select and check out a book.

Skills/Subject Area: Enrichment

COMPETENCY GOAL 5: The learner will expand reading, listening, and viewing interests by using a variety of media for personal growth, vocational pursuits, and recreation.

Objectives	Measures
5.10 Treat the facility, materials, and equipment with care and show respect for media personnel when using the media center independently or in groups.	5.10.1 Return borrowed materials in good condition. Report any damage to the teacher and media coordinator.
	5.10.2 Follow directions for using audiovisual equipment and materials and return materials to a specified location.
	5.10.3 Draw a picture or tell one way to be a good book friend, e.g., having clean hands, using a bookmark, carrying a book properly, keeping books away from pets and/or younger brothers and sisters.
	5.10.4 Place chairs under the table.
	5.10.5 Pick up trash and place it in a waste basket.
	5.10.6 Sign book cards and place in a specified area.
	5.10.7 Place returned books in a designated area.

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: K Skills/Subject Area: Computer Awareness

COMPETENCY GOAL 6: The learner will demonstrate an understanding of computers, their operation, and their possible application to solving relevant problems.

Objectives	Measures
6.1 Identify the physical components of computer hardware and software (e.g., monitor, keyboard, disk drive, diskette).	6.1.1 Name the computer component when shown its picture. 6.1.2 Point to or touch each component when directed.
6.2 Identify the computer as a machine or tool that helps people play and work.	6.2.1 Choose the computer as an object which is not alive, when given a variety of pictures showing objects which are alive and which are not. 6.2.2 Choose the picture of a computer as an example of a machine, when given a variety of pictures of plants, animals, and machines.
6.3 Follow simple oral, graphic, and pantomimed directions for using a computer.	6.3.1 Locate specific keys on the keyboard and move fingers to those keys when directed. (May use model or actual keyboard.) 6.3.2 Follow directions from an audiotape that indicate certain keys be pressed on the computer (e.g., "Put your finger on the 'A' key and press it lightly", or "Touch the spacebar lightly").

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 1

Skills/Subject Area: Orientation and Organization

COMPETENCY GOAL 1: The learner will demonstrate a working knowledge of the media center's organization and the procedures required to use the center and its collections.

Objectives	Measures
1.1 After an introduction to media personnel, a tour of the media center, and a discussion of the center's policies and procedures:	1.1.1 Call the media personnel by name.
	1.1.2 Select the photographs of media personnel from a group of faculty pictures.
	1.1.3 Walk to specific areas of the media center when asked.
a. Name media center personnel	1.1.4 Draw pictures of some duties performed by media personnel.
b. Follow oral, graphic, and simple written instructions for using the center	1.1.5 Circle the names of the media personnel, when given a list of three names.
	1.1.6 Return borrowed resources to the designated location.
c. Check out and return resources	
d. Locate and identify various areas of the media center	
1.2 Identify simple media terms after having been introduced to them, e.g., book card, book pocket, library/media center.	1.2.1 Identify terms by putting a simple puzzle together. (Directions: Make tagboard flashcards with an illustration on one end and the term printed on the opposite end. Laminate the card and cut it in a jigsaw puzzle shape. Matching the term with the illustration will be reinforced when the puzzle pieces fit together.)
	1.2.2 Name objects when shown or identify pictures of objects.

Skills/Subject Area: Orientation and Organization

COMPETENCY GOAL 1: The learner will demonstrate a working knowledge of the media center's organization and the procedures required to use the center and its collections.

Objectives	Measures
1.3 Locate and identify various resources in the media center--e.g., reference books, nonfiction books, and opaque projectors.	1.3.1 Retrieve a nonfiction item from its shelf when asked, e.g., find a book about dinosaurs. 1.3.2 Play "Media Find." (Directions: Divide the class into two teams. Call out a media resource and instruct the first person on each team to walk to it. The game continues until all team members have been given a chance to locate an item.)
1.4 Locate a specific title or type of reference materials: a. pictionaries b. dictionaries c. precyclopedias d. magazines (use in 2.2 and 2.10)	1.4.1 Retrieve a specific reference tool from the shelf when asked. 1.4.2 Give the name of the reference material when it is shown.
1.5 Identify some services and resources available at the public library, after a discussion and/or tour of a public library.	1.5.1 Describe an experience at the public library. 1.5.2 After listening to an explanation of the public library's summer reading program, tell about the planned activities.

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 1 Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.1 Select media resources and begin to obtain information in all curricular areas: a. records b. sound books (application in 3.8)	2.1.1 Answer questions on information obtained from nonprint materials, e.g., "What sound does a cat make?" 2.1.2 After listening to a fairy tale, dramatize it.
2.2 Use alphabetical order (one letter) to locate materials and begin to find information (See 2.1 and 1.4).	2.2.1 Locate an easy book by the first letter or the author's last name. 2.2.2 Use a pictionary to find definitions of social studies and/or science vocabulary.
2.3 Follow oral, graphic, and simple written instructions for using materials and equipment.	2.3.1 Listen to recorded directions and respond appropriately, e.g., Write your name in a specific box on a sheet of paper. 2.3.2 Follow oral directions for using a cassette recorder, audiocassette, and headset.

Skills/Subject Area: Selection and Utilization

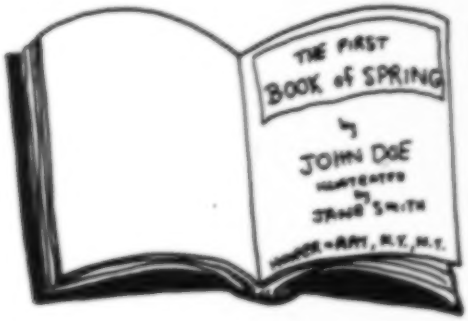
COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.4 Use materials requiring equipment for listening and/or viewing and operate accompanying equipment.	2.4.1 Go to a learning/interest center and use the nonprint materials that have been placed there by the instructor. 2.4.2 Listen to an audiocassette giving "silly directions." Each direction is preceded with a student's name, e.g., Joe, touch your toes. As the tape is played, each student performs only the action that is directed to her/him.
2.5 Use the following features of print and nonprint materials to find information: a. spines b. maps c. charts d. title pages/frames e. titles (application in 3.3)	2.5.1 Find her/his classroom and media center, given a simple map of the school. 2.5.2 Write or tell the title of a filmstrip after viewing the title frame. 2.5.3 Keep a reading record which indicates author and title. 2.5.4 Identify the call number when shown an Easy book.
2.10 Select and use general reference sources (See 1.4).	2.10.1 When instructed to find the definition of a word, choose a pictionary or dictionary. 2.10.2 Use a magazine to find an assigned picture, e.g., her/his favorite animal.

Grade Level: 1

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.2 Alphabetize by one letter, and demonstrate an understanding of letters on the spines of books.	3.2.1 Given a group of book jackets which show an author's name and a group of flashcards which show spine labels, match the correct pairs, e.g., a book written by Leo Lionni would match with E L.
	3.2.2 Answer questions such as the following: On the title page below, circle the letter of the author's name which would be on the spine of the book. 
3.3 Demonstrate an understanding of the following features of print materials: (See 2.5) a. spines b. maps c. charts d. title pages/frames e. titles	3.3.1 Answer questions such as the following: Which book title would you choose if you wanted to know about winter? a. The Big Snow b. Cinderella c. Big Book of Trucks
	3.3.2 Given a group of call numbers on cards, choose which would be on a book written by Don Freeman. E F

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.8 Apply reading, listening, and/or viewing skills to identify sequences, main ideas, relationships, and specific information in a variety of media.	3.8.1 Look at a silent filmstrip and/or a book without words and tell or record the story.
	3.8.2 Listen to a recorded story and draw pictures to tell the story.
	3.8.3 Arrange comic strip pictures or story sequence cards in correct sequence.
3.9 Differentiate between fact and fiction and between verbal and non-verbal communication encountered in various media.	3.9.1 Look at pictures. Tell which shows a happy person, or a sad person.
	3.9.2 Pantomime a situation and ask classmates to guess the scene.

Grade Level: I

Skills/Subject Area: Production and Presentation

COMPETENCY GOAL 4: The learner will design, produce, and/or select a variety of media formats to present information.

Objectives	Measures
4.1 Follow a specified procedure for producing materials which communicate information or ideas by: a. stating the purpose for a production activity. b. preparing a simple oral plan.	4.1.1 Make a simple puppet to represent a family member. 4.1.2 Select one of the seasons and construct a diorama illustrating an activity or scene associated with the season, after discussing purpose and plans with instructor. 4.1.3 Make her/his own book based on Let's Make Rabbits by Leo Lionni.
4.2 Operate simple equipment for production and presentation.	4.2.1 Create a "paper movie" using the opaque projector. (Directions: Students choose a broad theme for which they can select and cut out magazine pictures. Arrange the pictures, tape them together along the sides, and then pull them across the projector for a paper movie effect. Add music.) 4.2.2 Make a filmstrip for the overhead projector following these procedures: a. Draw sequences of the story (e.g., caterpillar's life cycle) and explain the importance of having the correct sequence. b. Make a storyboard using the pictures and script to include with each frame. c. Make the filmstrip. d. Record the story on an audiocassette.

Skills/Subject Area: Production and Presentation

COMPETENCY GOAL 4: The learner will design, produce, and/or select a variety of media formats to present information.

Objectives	Measures
4.3 Present information and creative ideas through personally designed and produced media: a. student-produced books b. story illustrations c. murals d. audiocassette recordings e. filmstrips for overhead projector f. handmade transparencies g. book jackets h. bookmarks i. puppets	4.3.1 Create a diorama which shows a scene from a favorite fairy tale. 4.3.2 Make a class slide/tape presentation of a story or poem. Use these procedures: a. Practice the paragraph or stanza assigned. b. Record (in order) the lines on an audiocassette c. Illustrate these lines on 8½" by 11" paper. The teacher will: a. Photograph (using slide film) each illustration plus a title, credit, and end frame. b. Arrange the slides in order c. Add appropriate opening and closing music to the audiocassette

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 1 Skills/Subject Area: Enrichment

COMPETENCY GOAL 5: The learner will expand reading, listening, and viewing interests by using a variety of media for personal growth, vocational pursuits, and recreation.

Objectives	Measures
5.2 Demonstrate an appreciation for literature by choosing outstanding titles.	5.2.1 Show through reading records that titles which have been introduced by the media coordinator or teacher are being chosen.
	5.2.2 Draw a picture of one book character. Write the title, author, and character's name on the illustrations.
	5.2.3 In three or four sentences, tell the class about a favorite book.
5.3 Identify outstanding authors and illustrators, and be familiar with their work.	5.3.1 Know the names of certain authors/illustrators when their books are shown, e.g., Dr. Seuss, Don Freeman, Ezra Jack Keats, Marjorie Flack, Leo Lionni, Virginia Lee Burton, Tomi DePaolo, Alvin Tresselt, Charlotte Zolotow, Beatrix Potter, Marjorie Sharmat.
	5.3.2 Answer oral questions such as: a. Who wrote Story About Ping, Ask Mr. Bear, and Angus Lost? (Ms. Flack) b. Name three books Mr. Keats wrote. (The Snowy Day, Whistle For Willie, The Pet Show, Goggles) c. Who wrote books about Corduroy, Mop Top, and Dandelion? (Mr. Freeman)
5.4 Communicate to others personal enjoyment of pleasurable experiences in reading, listening, and viewing.	5.4.1 Dramatize a story with some classmates.
	5.4.2 Make paper bag puppets for a favorite book. Dramatize the book.

Skills/Subject Area: Enrichment

COMPETENCY GOAL 5: The learner will expand reading, listening, and viewing interest by using a variety of media for personal growth, vocational pursuits, and recreation.

Objectives	Measures
5.5 Choose to browse through easy print and nonprint materials and participate in educational games and puzzles during leisure time.	5.5.1 Select one of the laminated "Mini Pages." Read each article and each advertisement. 5.5.2 Complete an activity card, e.g., dot-to-dot, word find, or maze.
5.6 Recognize television programs and motion pictures having educational value.	5.6.1 Relate incidents and discuss episodes after viewing television programs or motion pictures with educational value. 5.6.2 View television programs or specials that are recommended by the teacher and media coordinator.
5.7 Continue to understand and acknowledge the concept of authorship.	5.7.1 Create a book with a title page giving her/himself as the author and/or illustrator. 5.7.2 Find two books in the media center that are written and/or illustrated by the same person.
5.8 Demonstrate an understanding of the rights of others by working individually or in a group without disturbing those nearby.	5.8.1 Tell the media coordinator which types of activities are to be done alone and which are to be done with others and the proper ways each should be done. 5.8.2 Draw a picture of a media center activity that can be done alone and of one that can be done with others.

Skills/Subject Area: Enrichment

COMPETENCY GOAL 5: The learner will expand reading, listening, and viewing interest by using a variety of media for personal growth, vocational pursuits, and recreation.

Objectives	Measures
5.9 Share knowledge about media center use with others.	5.9.1 Create a mural with classmates which illustrates the services and use of materials in a media center.
	5.9.2 Show parent(s) the areas of the media center and describe the activities that take place in these areas.
5.10 Treat the facility, materials, and equipment with care, and show respect for media personnel when using the media center independently or in groups.	5.10.1 Return borrowed materials in good condition and on time. Report any damage to teacher and media coordinator.
	5.10.2 Show, by example, how to be a good media center user, e.g., following directions for using audiovisual equipment, using quiet voices, and returning materials to proper location.
	5.10.3 View a sound filmstrip or motion picture that explains good book care. Name three ways to take care of books, e.g., keep books away from pets, don't write or color in books.
	5.10.4 Put chairs under table, return materials to shelves, pick up trash.

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 1 Skills/Subject Area: Computer Awareness

COMPETENCY GOAL 6: The learner will demonstrate an understanding of computers, their operation, and their possible application to solving relevant problems.

Objectives	Measures
6.1 Identify and demonstrate a working understanding of the simple computer terms load and run after being introduced to them.	6.1.1 Verbally describe the difference in the procedures for loading and for running a program.
	6.1.2 Arrange pictures to show the correct sequence for loading and running a program.
	6.1.3 Demonstrate the proper technique for loading and effectively running a program.
6.2 Describe what a computer can and cannot do for humans.	6.2.1 After being shown pictures of familiar activities, indicate which can be done by a computer.
	6.2.2 Draw a picture that shows something a computer can or cannot do.
6.3 Describe the acceptable procedure for software handling.	6.3.1 Use a model to show the correct way to handle software. (Model may be cardboard or discarded software.)
	6.3.2 From a group of pictures that show correct and incorrect software-handling activities, choose those that show correct procedures.

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 2

Skills/Subject Area: Orientation and Organization

COMPETENCY GOAL 1: The learner will demonstrate a working knowledge of the media center's organization and the procedures required to use the center and its collections.

Objectives	Measures
1.1 After an introduction to media personnel, a tour of the media center, and a discussion of the center's policies and procedures: a. Name media center personnel b. Follow oral, graphic, and simple written instructions for using the center c. Check out and return resources d. Locate and identify various areas of the media center.	1.1.1 Independently check out and return resources, following established guidelines. 1.1.2 Take a tour of the media center by "following the yellow brick road." [Directions: Give oral directions to the location of print and nonprint materials which are identified by "yellow bricks" (rectangles of yellow construction paper with identifying labels). Use background music from The Wizard of Oz.] 1.1.3 Given a map of the media center, color each area a specific color, as directed by instructor, e.g., color the reference shelf red, the easy shelves blue.
1.2 Identify simple media terms after having been introduced to them, e.g., book card, book pocket, library/media center.	1.2.1 Draw a line from the name of a media object to the picture of the object in a written test. 1.2.2 Complete a word search puzzle. (Directions: Circle the media terms in a word search puzzle using the pictures of the terms as clues.)

Skills/Subject Area: Orientation and Organization

COMPETENCY GOAL 1: The learner will demonstrate a working knowledge of the media center's organization and the procedures required to use the center and its collections.

Objectives	Measures
1.3 Locate and identify various resources in the media center.	1.3.1 Retrieve an item from its location when asked, e.g., Find a book you would like to look at in the reference section, or select a record you would like to hear from the fairy tale section.
	1.3.2 Play "Media Treasure Hunt." (Directions: On a set of game cards, print a resource on each card, e.g., easy books, newspapers, magazines, book truck, record, card catalog, fiction book. Divide the class into two teams. Shuffle the resource cards and divide into two stacks with a stack in front of each team. First one team, then the other, selects the top card from the stack and places the card on the item in the media center it names, or points out the item. For each correct answer one point is given to the team.)
1.4 Locate specific title or type of reference material:	1.4.1 Retrieve a specific reference tool from the shelf when asked.
a. beginning dictionaries (Use in 2.2 and 2.10)	1.4.2 Choose from a display of reference tools and select the one that would provide the answer to the questions such as the following: Where could you find the correct spelling for "monkey"?
1.5 Identify some devices and resources available at the public library, after a discussion and/or tour of of a public library.	1.5.1 Tell the location of the public library.
	1.5.2 After listening to an explanation of the summer reading program by the public librarian, answer orally simple questions about the presentation. (For example: What is the theme for this year?)

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 2 Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.1 Select media resources and use reading, writing, listening, and viewing skills to obtain information in all curricular areas: a. audiocassettes b. nonfiction c. sound filmstrips d. filmstrips e. study prints (application in 3.8)	2.1.1 Request and select materials which have holiday or seasonal stories. 2.1.2 Use print and nonprint materials to find answers to questions, e.g., if the reading story is about a hippopotamus, ask these questions: a. How much does a hippopotamus weigh? b. What does a hippopotamus eat? c. Draw a picture of a hippopotamus.

Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.2 Use alphabetical order, as well as indexes and guide words, to locate materials and begin to find information (See 1.4 and 2.1).	2.2.1 Find a specific word in a dictionary.
	2.2.2 When given a pair of guide words and a word list, select the word that would be on the same page as the guide words, e.g., frog-funny / sore-spaceship / jewel-joke fruit / sky / jail fur / sheep / joke fish / space / judge
	2.2.3 Play the game "Spin Out." (Directions: Cards with a word are dealt to players. The player spins a spinner which has been divided into sections of the alphabet. If he has a card with a word that is alphabetically between the letters he spun, he may discard it and spin again. If he does not have a card, the next player spins. The game continues in this manner until one player has discarded all of his cards. He is the winner. Use words for the word cards that are in class subject vocabularies.)
2.3 Follow oral, graphic, and simple written instructions for using materials and equipment in the media center.	2.3.1 Operate a tape recorder by following directions on a rebus chart.
	2.3.2 Follow oral and written directions for inserting a computer disk in the disk drive and using the assigned program.
2.4 Use materials requiring equipment for listening and/or viewing and operate accompanying equipment.	2.4.1 Operate a filmstrip projector for small group viewing.
	2.4.2 Operate a videocassette player/recorder in order to view an ITV program intended for second grade (e.g., We Live Next Door).

Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.5 Use the following features of print and nonprint to find information: a. tables of contents b. captions c. indexes d. map legends e. graphs (application in 3.3)	2.5.1 Show which chapter in a book would contain specific information by using a table of contents. 2.5.2 Play "Something's Fishy!" [Directions: Turn game pieces right side up and separate into two groups--fish heads and fish tails. Read one of the questions (fish tail). Look through the chapter titles (fish heads) and find one in which the answer could be found. Place the two pieces together so they form a fish. Continue doing this with all the pieces.] 2.5.3 When given a sample index, use it to answer questions, e.g., On which pages would you look in order to find information about burns?
2.6 Select information based on the following divisions of the Dewey Decimal Classification System: a. folklore b. biography c. poetry d. other sections related to the curriculum	2.6.1 Answer simple questions about a famous person after finding the biography, e.g, When was Abraham Lincoln born? 2.6.2 Find a poem about an assigned subject. Copy the poem and draw a picture to illustrate the poem. 2.6.3 Answer questions such as the following: What is the call number for a book about Martin Luther King?

Skills/Subject Area: Selection and Utilization

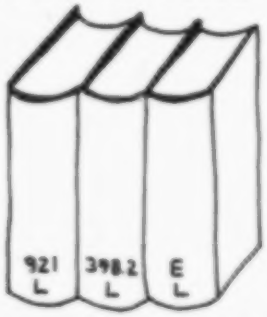
COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.10 Select and use general reference sources (See 1.4).	2.10.1 Write the new word, chosen from a reading vocabulary list, beside its correct definition.
	2.10.2 Answer questions such as the following: Which reference tool will tell you how to use a word in a sentence? a. study print b. dictionary c. precyclopedia

Grade Level: 2

Skills/Subject Area: Comprehension and Application

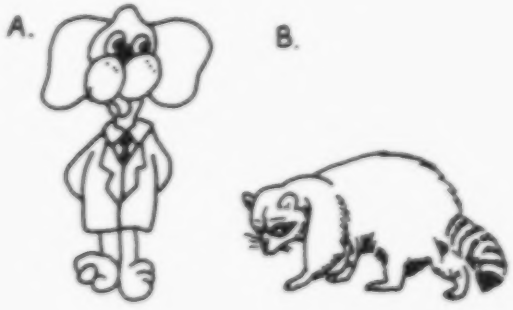
COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.2 Demonstrate an understanding of guide letters and words on spines of books and pages of precyclopedias and dictionaries.	3.2.1 Answer questions such as the following: Circle the sentence which best tells what dictionary guide words are used for: a. Guide words help you find words in the dictionary. b. Guide words show you how to use words in a sentence. c. Guide words show where the dictionary ends. 3.2.2 Answer questions such as the following: Circle the book spine that shows a true story about Abraham Lincoln. 
3.3 Demonstrate an understanding of features of print materials: (See 2.5) a. tables of contents b. captions c. indexes d. map legends e. graphs	3.3.1 Answer questions such as the following: Circle the sentence that tells what captions do: a. Captions tell whether a picture is important. b. Captions tell what is happening in a picture. c. Captions tell who should look at the picture.

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.7 Restate information from brief, factual articles orally or in written sentences, naming the source.	3.7.1 Write a short paragraph that describes an animal read about in a book. Tell the source.
	3.7.2 Make a sentence that tells something a character did in a videotape. Tell the name of the video.
3.8 Apply reading, writing, listening, and/or viewing skills to identify sequences, main ideas, relationships, and specific information in a variety of media. (See 2.1)	3.8.1 Listen to a recorded poem. Choose a picture that best illustrates what the poem is about.
	3.8.2 After listening to or viewing a story, draw and label the characters in the story.
	3.8.3 Listen to a story. Using a worksheet on which there are four pictures depicting incidents in the story, cut out the scenes and glue them in order on a piece of construction paper. Tell the favorite part of the story by using one of the pictures. (Variation: Make up a different story using the four pictures.)
3.9 Differentiate between fact and fiction in nonprint commercials and print advertisements, and between verbal and nonverbal communication encountered in various media.	3.9.1 Answer questions such as the following: Circle the picture that shows a make-believe animal.



Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.9.2	After listening to a verbal description of an action, student must perform that action nonverbally. (For example: One group of students records simple descriptions of actions. Another group must act out the descriptions without words--e.g., You are going on a picnic and it starts to rain.)

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 2 Skills/Subject Area: Production and Presentation

COMPETENCY GOAL 4: The learner will design, produce, and/or select a variety of media formats to present information.

Objectives	Measures
4.1 Follow a specified procedure for producing materials which communicate information or ideas by:	4.1.1 Make a filmstrip for the overhead projector which shows how children live in Nigeria after discussing the purpose and plan with the instructor.
a. State the purpose for a production activity.	4.1.2 Draw a map showing the journeys of a book character after discussing the purpose and with the instructor (e.g., Little Red Riding Hood, Peter Rabbit).
b. Prepare a simple oral or written plan.	4.1.3 Make a sun print upon completion of a unit on shadows, after discussing the purpose and plan with the instructor.
4.2 Operate simple equipment for production and presentation, e.g., thermal copier.	4.2.1 Make a transparency from a personally designed master and use it for a presentation (e.g., a map of the neighborhood or community while studying that unit in social studies).
	4.2.2 After reading a book without words, make up a story to go with the pictures. Record the story and share it with a friend.
4.3 Present information and creative ideas through personally designed and produced media:	4.3.1 Make a map of the school.
a. flannel board stories b. maps c. thermal filmstrips d. thermal transparencies	4.3.2 Make characters for a flannel board story that tell about a famous person.

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 2 Skills/Subject Area: Enrichment

COMPETENCY GOAL 5: The learner will expand reading, listening, and viewing interests by using a variety of media for personal growth, vocational pursuits, and recreation.

Objectives	Measures
5.2 Demonstrate an appreciation for literature by choosing outstanding titles.	5.2.1 Show through reading records that titles that have been introduced by the media coordinator are being chosen.
	5.2.2 Draw a picture of a favorite book character. Write the title, author, and character's name on the illustration.
5.3 Identify outstanding authors and illustrators, and be familiar with their work.	5.3.1 Identify one artist's work by her/his technique, e.g., watercolor, crayon, woodcuts.
	5.3.2 Look at two or three books illustrated by the same person. Answer questions such as a. What did the artist use for the illustrations--watercolor, pen and ink? b. Are the trees and flowers drawn the same way? c. Do any of the characters look the same in both books?
	5.3.3 Identify and read Caldecott books.
5.4 Communicate to others personal enjoyment of pleasurable experiences in reading, listening, and viewing.	5.4.1 Dress like a favorite book character.
	5.4.2 With a group of classmates, act out one character and/or scene from a favorite book.
5.5 Choose to browse through easy print and nonprint materials and participate in educational games and puzzles during leisure time.	5.5.1 Select one of the laminated "Mini Pages." Read each article and each advertisement.
	5.5.2 Complete an activity card, e.g., dot-to-dot, word find, or maze.

Skills/Subject Area: Enrichment

COMPETENCY GOAL 5: The learner will expand reading, listening, and viewing interests by using a variety of media for personal growth, vocational pursuits, and recreation.

Objectives	Measures
5.6 Recognize television programs and motion pictures having educational value.	5.6.1 Request an opportunity to look at television programs or motion pictures with educational value at school.
	5.6.2 After viewing a television program or motion picture, look in the media center for a book with the same title or books suggested by the program.
5.7 Continue to understand and acknowledge the concept of authorship (writing and illustrating).	5.7.1 Share a book with classmates and give the author's and/or illustrator's name.
	5.7.2 Find two books in the media center that are written and/or illustrated by the same person.
5.8 Demonstrate an understanding of the rights of others by working individually or in a group without disturbing those nearby.	5.8.1 Work in a small group without disturbing others.
	5.8.2 Follow directions given by media personnel for using listening/viewing centers, e.g., selecting materials for listening/viewing, using and returning materials.
5.9 Share knowledge about media center use with others.	5.9.1 In a book or on a bulletin board, display photographs of classmates using the media center correctly.
	5.9.2 Show parent(s) the areas of the media center and describe the activities that take place in these areas.

Skills/Subject Area: Enrichment

COMPETENCY GOAL 5: The learner will expand reading, listening, and viewing interests by using a variety of media for personal growth, vocational pursuits, and recreation.

Objectives	Measures
5.10 Treat the facility, materials, and equipment with care and show respect for media personnel when using the media center independently or in groups.	5.10.1 Leave materials in interest/learning center as instructed.
	5.10.2 Show, by example, how to be a good media center user, e.g., following directions for using audiovisual equipment, using quiet voices, and returning materials to proper location.

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 2 Skills/Subject Area: Computer Awareness

COMPETENCY GOAL 6: The learner will demonstrate an understanding of computers, their operation, and their possible application to solving relevant problems.

Objectives	Measures
6.1 Identify and define simple computer terms after being introduced to them (e.g., run, program, list, enter, load).	6.1.1 Use the computer word or a definition of the word to find the word in a word search puzzle.
	6.1.2 After hearing the definition for a computer term, select the correct term card from a group of flash cards.
6.2 Identify several roles the computer plays in daily lives.	6.2.1 After class discussion, tell how computers can help community helpers do their jobs (e.g., policeman, grocer, school principal).
	6.2.2 Find examples of computerized information in the home. Contribute these to a bulletin board display (e.g., grocery tape, bills, punched cards, labels with Universal Product Codes).
6.3 Demonstrate an understanding of software as a set of instructions, called a program, that tells a computer what to do. Continue to demonstrate proficiency in the use of software.	6.3.1 Act out a familiar task, such as how to feed a pet, with needed steps in the correct order.
	6.3.2 Record directions on an audiotape that tell another student how to do something. Share the recording and have the task correctly performed (e.g., Take paper shapes from an envelope and arrange them in a certain order).
	6.3.3 Given a written list of steps necessary to perform a task that includes one unnecessary step, indicate the step that is not needed.
	6.3.4 Demonstrate greater independence in using software by loading and running a program without teacher supervision.

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 3

Skills/Subject Area: Orientation and Organization

COMPETENCY GOAL 1: The learner will demonstrate a working knowledge of the media center's organization and the procedures required to use the center and its collections.

Objectives	Measures
1.1 After an introduction to media personnel, a tour of the media center, and a discussion of the center's policies and procedures: a. Follow oral, graphic, and simple written instructions for using the center b. Check out and return resources c. Locate and identify various areas of the media center	1.1.1 Independently check out and return resources following established guidelines. 1.1.2 Label areas on a map of the media center. 1.1.3 Answer questions such as the following: Judy Simpson wants to check out a book from her school's media center. When she gets to the circulation desk, she sees the sign below. Which would be the correct signature for Judy?

A. Judy S.
B. Judy
C. Judy Simpson
D. Judy D. Simpson

Skills/Subject Area: Orientation and Organization

COMPETENCY GOAL 1: The learner will demonstrate a working knowledge of the media center's organization and the procedures required to use the center and its collections.

Objectives	Measures
1.2 Define simple media terms.	1.2.1 Play the game "Media Bingo", which requires covering pictures of objects in squares as each is called. 1.2.2 When given a word search, read the definitions and circle the words defined, e.g., The cabinet that contains cards with author/title information (card catalog); a word meaning true or factual material (nonfiction); a word that means the person who wrote the book (author).
1.3 Locate and identify various resources in the media center: a. fiction b. nonfiction c. magazines	1.3.1 Answer questions such as the following: Match the words on the left below with their definition on the right. Place the number for each term beside the correct definition. a. nonfiction ___ stories that are not true b. magazine ___ materials that give true facts or facts that people once thought were true. c. fiction ___ materials that are usually printed monthly or weekly.
1.4 Locate a specific title or type of reference material: a. general encyclopedias b. card catalog c. beginning atlases d. information file	1.4.1 Given the title of a specific reference book, find it on the shelf.

Skills/Subject Area: Orientation and Organization

COMPETENCY GOAL 1: The learner will demonstrate a working knowledge of the media center's organization and the procedures required to use the center and its collections.

Objectives	Measures
1.5 Identify some services and resources available at the public library.	1.5.1 Ask for materials or services available through the public library.
	1.5.2 Participate in available public library programs, such as story hours or summer reading programs.

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 3 Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives		Measures	
2.1	Select media resources and use reading, writing, listening, and viewing skills to obtain information in all curricular areas and for personal interest: a. transparencies b. videocassettes c. fiction d. computer programs	2.1.1	Check out materials to identify objects of interest found in nature, e.g., identify a shell or leaf.
		2.1.2	Find the answer to assigned fact-finding activities, e.g., Name the country in which St. Patrick lived; locate a map of North Carolina.
2.2	Use alphabetical order (three letters) as well as indexes and guide words to locate materials and begin to find information.	2.2.1	Arrange a set of fiction book spine cards in the order they would appear on the shelves.
		2.2.2	Given a list of words and a set of guide words, match each word with the correct guide words.
2.3	Follow oral, graphic, and written instructions for using materials and equipment.	2.3.1	Follow directions written on a task card to correctly use a videocassette player.
		2.3.2	Prepare a transparency on a "Do" or "Do Not" for the care of books after a review of book care.

Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.4 Use materials requiring equipment for listening and/or viewing and operate accompanying equipment: a. sound filmstrips/sound filmstrip viewers and projectors b. opaque projectors	2.4.1 Use an opaque projector to trace a map of your neighborhood. 2.4.2 Use a sound filmstrip viewer to listen to/view a sound filmstrip in an interest or learning center.
2.5 Use the following features of print and nonprint materials to find information: a. map scales b. glossaries c. tables of contents d. indexes	2.5.1 Choose the correct word to fill in a blank on a written test using a glossary. 2.5.2 Answer a list of specific questions using the index in the science textbook. 2.5.3 When given a table of contents and a set of questions, select the chapter in which the answer would be found. Write the chapter number beside the question. a. Kinds of Birds b. Importance of Birds c. Home Life of Birds d. The Bodies of Birds e. What Birds Eat f. How Birds Fly ___ What kind of seeds should you put out during the winter? ___ How do birds help the farmer? ___ How do feathers help a bird fly?

Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.6 Select information based on the Dewey Decimal Classification System.	2.6.1 Go to the poetry section and choose a poem to illustrate.
	2.6.2 Given a list of nonfiction titles, write the title in the appropriate category: Plants Without Leaves Colonial America How Our First Settlers Survived Exploring The Stars Animals In Winter 500-599 Pure Science 900-999 History _____ _____ _____ _____ _____ _____ _____ _____ (Directions: Select titles that supplement the science and social studies units currently being studied or that emphasize the interests of students.)
2.7 Begin to select materials in various formats from the card catalog by author, title, and subject.	2.7.1 Label the author, title, and subject card on a written test.
	2.7.2 Given a list, determine whether an author, title, or subject card is needed to locate the material. Write in the appropriate column. Charlotte's Web BIRDS STARS Nine Days to Christmas OCEAN HEARING Robert McCloskey Charlotte Zolotow AUTHOR CARD TITLE CARD SUBJECT CARD

Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.10 Continue to select and use general reference sources (See 1.4).	2.10.1 Find an assigned picture in the Information File, e.g., find a picture of an animal you would like to know about.
	2.10.2 Use an atlas to find the capital of North Carolina. Is it in the eastern, middle, or western part of the state?

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 3 **Skills/Subject Area:** Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding the media at school and elsewhere.

Objectives	Measures
3.2 Demonstrate an understanding of guide letters and words on the spines of books and pages of encyclopedias and dictionaries.	3.2.1 Answer questions such as the following: Which book spine is correct for the card from the card catalog?
3.3 Demonstrate an understanding of the following features of print materials: (See 2.5) a. map scales b. glossaries c. tables of contents d. indexes	3.3.1 Answer questions such as the following: A scale on a map is needed to a. Show which is north, south, east and west. b. Show where rivers and lakes are located. c. Show the distance between two places.

F
M
Milne, Alan Alexander
The World of Pooh; the complete Winnie-the-Pooh and The House at Pooh Corner, by A. A. Milne; with decorations and new illustrations in full color by E. H. Shepard. Dutton, c1957.
314p. illus.
F M
E M
921 M

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Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding the media at school and elsewhere.

Objectives	Measures
3.4 Demonstrate an understanding of call numbers on catalog cards, spines of books, and labels of nonprint media by locating books and materials.	3.4.1 Find a book or a filmstrip about a subject of interest after locating a card in the card catalog, e.g., Find a good book to read about ghosts.
	3.4.2 Play "Call Number Select-and-Shelve." (Directions: Divide the class into teams. Give each student one catalog card with call number on it. On the word "Go", first team members walk to appropriate section. Each finds a resource with a call number the same as on her/his card, pulls the resource from shelf, and returns to her/his team. Leader then goes to end of line and the game proceeds. First team finding all its resources wins.)

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding the media at school and elsewhere.

Objectives	Measures
3.5 Understand that the card catalog is an alphabetical index to materials in the media center and begin to locate information by:	3.5.1 Given an activity sheet with a picture of a card catalog and a list of books, write the letters on the drawer in which a card for the book would be found, e.g., A book by Constance Greene: a book on astronomy; a book called Queen of Hearts (include book titles beginning with "a," "an," and "the.").
a. using guide letters to select correct catalog drawer	3.5.2 Match the call number with a picture of the nonprint material in a written test.
b. using guide cards to locate entries in catalog drawer	3.5.3 Given an activity sheet with a list of fiction and nonfiction books, use the card catalog to determine which are fiction and write an "F" next to the title. Find three books from the list and show them to the media coordinator.
c. recognizing that author, title, and subject cards exist as keys for locating resources	
d. recognizing that author cards are filed by surnames	
e. disregarding "a," "an," or "the" at the beginning of an entry	
f. using call numbers from card catalog to locate fiction and nonfiction	
g. selecting audiovisual materials by format designated in call numbers	
h. using key words when searching for information.	

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding the media at school and elsewhere.

Objectives	Measures
3.6 Identify the differences between print and nonprint media.	3.6.1 Listen to portions of three teacher-selected recordings. Choose the one that best conveys the mood of a poem shared during story hour.
	3.6.2 Answer questions that show the unique properties of nonprint media such as the following: Which form of media would be best to learn to say "please" and "thank you" in French. a. study print b. filmstrip c. book d. recording
3.7 Restate information from brief factual articles in one sentence or one paragraph, naming the source.	3.7.1 Write one paragraph that tells something about a famous person. Name the source.
	3.7.2 Listen to a paragraph read by a classmate. State what the paragraph means in your own words.
3.8 Apply reading, writing, listening and/or viewing skills to identify sequences, main ideas, relationships, and specific information in a variety of media (See 2.1).	3.8.1 Make a collage that shows the important objects and actions in a book read. Label the collage with the title and author of the book.
	3.8.2 View a filmstrip about plants. Name the plant parts necessary for reproduction.

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding the media at school and elsewhere.

Objectives	Measures
3.9 Differentiate between fact and fiction in nonprint and print materials.	3.9.1 Choose statements that are fiction and statements that are facts on a written test.
	3.9.2 Place picture cards in piles marked "fact" and "fiction." (Directions: cut pictures from filmstrip catalogs and glue on index cards. Student decides whether pictures on cards represent fact or fiction.)

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 3 Skills/Subject Area: Production and Presentation

COMPETENCY GOAL 4: The learner will design, produce, and/or select a variety of media formats to present information.

Objectives	Measures
4.1 Follow a specified procedure for producing materials which communicate information or ideas.	4.1.1 Plan and contribute to a group mural project. 4.1.2 Work with a group to prepare a filmstrip for the overhead projector which tells about Indians of the Southwest. Develop a script/storyboard and discuss it with the instructor before beginning work.
4.2 Operate simple equipment for production and presentation.	4.2.1 Cut out pictures from a magazine to illustrate an assignment. Show these to the class using an opaque projector, e.g., Find pictures which show things you like to do, favorite foods, places you would like to go. 4.2.2 Use a camera and copystand to take a picture of a home in the United States (e.g., apartments, large homes, small homes, houseboats, cabins). Contribute pictures to form class slide show on living in our country.
4.3 Present information and creative ideas through personally designed and produced media: a. charts b. graphs c. simple newspapers d. posters	4.3.1 Create a class graph from information collected from classmates, e.g., What television programs are most popular in the class? 4.3.2 Make a poster showing what can be done to help with pollution in the community.

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 3 Skills/Subject Area: Enrichment

COMPETENCY GOAL 5: The learner will expand reading, listening, and viewing interests by using a variety of media for personal growth, vocational pursuits, and recreation.

Objectives	Measures
5.2 Demonstrate an appreciation for literature by choosing outstanding titles.	5.2.1 Identify pictures of characters from outstanding titles. 5.2.2 Show through reading records that titles which have been introduced by the media coordinator or teacher are being chosen.
5.3 Identify outstanding authors and illustrators, and be familiar with their work.	5.3.1 Write letters to favorite authors and give reasons for liking their work. 5.3.2 Given a list of titles and authors introduced in K-3, correctly match authors with their titles.
5.4 Communicate to others pleasurable reading, listening, and viewing experiences.	5.4.1 Write and present a radio show that tells a favorite story or section from a favorite book. 5.4.2 Make a poster of a scene from a favorite book. Include the author and title of the book.
5.5 Choose to browse through easy print and nonprint materials and participate in educational games and puzzles during leisure time (See 2.1).	5.5.1 Create simple games and puzzles for classmates to use. 5.5.2 Complete a crossword puzzle for a book read. 5.5.3 Look at current issues of magazines.

Skills/Subject Area: Enrichment

COMPETENCY GOAL 5: The learner will expand reading, listening, and viewing interests by using a variety of media for personal growth, vocational pursuits, and recreation.

Objectives	Measures
5.7 Understand and acknowledge the concept of authorship (writing and illustrating).	5.7.1 Give credit to the author when presenting a simple report. 5.7.2 Cite the sources of information when writing a simple report, e.g, Let's Discover, Vol. 3, p. 7.
5.8 Understand the rights of others in the media center.	5.8.1 Write and present a skit with classmates that shows proper media center behavior. 5.8.2 Follow directions given by media personnel for using different areas of the media center, e.g., listening/viewing, informal reading, reference.
5.9 Share knowledge about media center use with others.	5.9.1 Write a short article for the school newspaper that tells about a recent media center activity. 5.9.2 Write a letter home or to grandparents that describes an activity planned for Children's Book Week or National Library Week.
5.10 Treat the facility, materials, and equipment with care and show respect for media center personnel when using the media center independently or in groups.	5.10.1 Demonstrate to younger students the proper care of media materials. 5.10.2 Show, by example, how to be a good media center user, e.g., following directions for using audiovisual equipment, using quiet voices, returning materials to the proper location.

Grade Level: 3 Skills/Subject Area: Computer Awareness

COMPETENCY GOAL 6: The learner will demonstrate an understanding of computers, their operation, and their possible application to solving relevant problems.

Objectives	Measures
6.1 Identify and define in simple operational terms the names for three main computer parts, i.e., input, processor, and output.	6.1.1 Match two groups of flash cards--one labeled computer part terms and the other with appropriate definitions. (Example--processor/ the part of a computer that receives, works with, and sends out numbers and words)
	6.1.2 After class discussion, locate pictures of computer hardware. Classify them according to input, processor, or output and create an individual or group display.
6.2 Know the order in which information passes through the three main computer parts, i.e., input, processor, output.	6.2.1 In the correct processing order, step on each of three large pieces of paper labeled with input, processor, and output.
	6.2.2 Given an example of an input and associated processing rule or object, name the output. (Directions: Label a box with a processing rule or object. Give the appropriate input and have the student tell the output, e.g., The box is labeled toaster; the input is bread; the output is toast. The box is labeled addition; the input is two and two; the output is four.)

GRADES 4-6

Major Emphases

At the intermediate level, previously acquired library/media skills are reviewed and reinforced. Emphasis is given to developing new competencies in the use of materials and equipment and to producing simple audiovisual materials. Opportunities are provided for more independent and small-group activities.

As a result of experiences provided by the library/media program in the intermediate grades, students will:

1. Possess additional skills in using the library/media center and its resources, thereby facilitating learning.
2. Use a greater variety of more sophisticated materials and equipment.
3. Understand and accurately use basic library/media vocabulary.
4. Demonstrate increased competence in working independently and creatively, especially in preparing assignments in the content areas.
5. Use more complex reference tools and other resources and use the card catalog as an index to the media collection.
6. Recognize diverse literary forms and their special characteristics.
7. Continue to grow in enjoyment and appreciation of literature through reading widely.
8. Understand and apply simple production techniques.
9. Show a willingness to assist the library/media staff with responsible tasks.
10. Recognize the potential for personal pleasure and development available through the use of media.

The numbering system for library/media skills is designed to allow the user to locate the same skill, where relevant, at several grade levels. This permits greater flexibility in selecting measures most appropriate for the wide range of student abilities. If a number is missing, the skill is not addressed at that grade level.

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 4

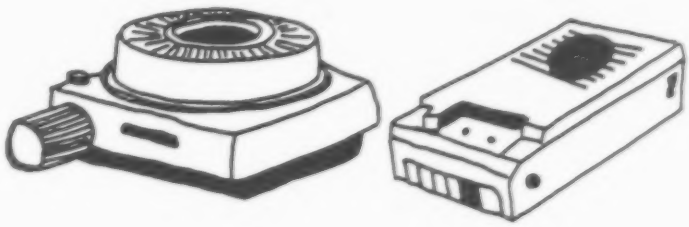
Skills/Subject Area: Orientation and Organization

COMPETENCY GOAL 1: The learner will demonstrate a working knowledge of the media center's organization and the procedures required to use the center and its collecttions.

Objectives	Measures
1.6 After an introduction to media personnel, a tour of the media center, and a discussion of the center's policies and procedures: a. Follow oral and written instructions for using the center. b. Check out and return resources c. Locate and identify various areas of the media center	1.6.1 Answer questions such as the following: Circle the statement that is not true about our media center. a. Reference books may be checked out overnight. b. Books must be renewed after two weeks. c. Nonprint materials may not be used by students. d. Materials should be returned to the circulation area after they are used. 1.6.2 Independently check out and return resources according to established guidelines.
1.7 Define appropriate media terms.	1.7.1 Answer questions such as the following: Match the media terms on the left with their descriptions on the right. a. magazine ___ comes monthly or weekly b. bibliography ___ brief description of item c. annotation ___ list of resources 1.7.2 Use correct media terminology during routine media center activities.

Skills/Subject Area: Orientation and Organization

COMPETENCY GOAL 1: The learner will demonstrate a working knowledge of the media center's organization and the procedures required to use the center and its collections.

Objectives	Measures
1.8 Locate and identify more specialized resources in the media center: a. slides b. slide viewers/projectors	1.8.1 Answer questions such as the following: Place an x under the machine that projects slides:  1.8.2 Look at a display of various numbered resources and place names of resources beside correct number on worksheet.
1.9 Locate and identify reference materials: a. special encyclopedias, e.g., science, sports b. special dictionaries, e.g., biographical, geographical c. Children's Magazine Guide d. atlases	1.9.1 Given a description of a reference tool, locate it on the shelf. 1.9.2 Circle reference resource titles in a word search puzzle using descriptions as clues.

Skills/Subject Area: Orientation and Organization

COMPETENCY GOAL 1: The learner will demonstrate a working knowledge of the media center's organization and the procedures required to use the center and its collections.

Objectives	Measures
1.10 Identify community resources useful for recreation, information, or school assignments.	1.10.1 Answer questions such as the following: Which would be the best community resource to visit when studying communication? a. television station b. zoo c. bank d. fire department 1.10.2 Suggest possible community resource people to invite to the school.

Grade Level: 4 Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.11 Select and use a variety of media (e.g., slides) to find information in all curricular areas and for personal interest.	2.11.1 Use one print item and one nonprint item to help draw and describe the coastline of North Carolina. 2.11.2 View selected slides of the art collection in the North Carolina Museum of Art. Choose one painting and give the title and artist. Write a sentence that tells about the painting.
2.12 Use indexes, subject headings, cross references, and guide words to find information (See 1.9 and 2.11).	2.12.1 Use Children's Magazine Guide to locate an article on a subject and answer the following questions: a. What is the name of the magazine article? b. What magazine is it found in? c. Who wrote the article? 2.12.2 Use an encyclopedia and write the cross reference under which you will find the following topics: a. periwinkle b. permanent wave c. James Braid
2.14 Operate more complex listening and/or viewing equipment and continue to use those previously introduced: a. slides/slide viewers and projectors b. films/film projectors c. videocassette recorders	2.14.1 After browsing through books containing poems by North Carolina poets, choose one poem and record it. Share the recording with an instructor and then erase the tape. 2.14.2 Arrange a group of slides to tell a short story and show it to the instructor.

Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.15 Select pertinent information from the following features of print and nonprint materials: a. appendices b. bibliographies c. copyrights	2.15.1 Given a sample bibliography, answer questions such as the following: Baker, John. North Carolina Today. Brownwood Press, 1945. Carrington, Phyllis. From The Mountains to the Coast. U.N.C. Press, 1958. Farmer, David. Our Mountain Heritage. West Publishing, 1982. a. Which book would be a good choice for the latest information on mountain life? b. Who wrote the book, From the Mountains to the Coast? c. Give the name of a book written by John Baker. 2.15.2 Check the bibliography at the end of a chapter in the social studies text. Determine how many of the resources are in the media center.
2.16 Select information based on the 10 main classes of the Dewey Decimal Classification System and begin to understand the use of those numbers.	2.16.1 Given pictures of subjects, match them with the main classification numbers they would be found in (e.g., a picture of an animal would match the number 500, a Dewey chart should be visible). 2.16.2 Answer questions such as the following: Circle the number that shows which section of the Dewey Decimal System has books about science. a. 500 b. 700 c. 900

Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.17 Select materials in various formats from the card catalog by author, title, and subject, and by specific information on the catalog card, e.g., annotation, copyright.	2.17.1 Given a sample card catalog, answer questions such as the following:

what type of media is shown by this catalog card?

Tape
NC
398.4
Rob

Roberts, Nancy
Six North Carolina ghost stories. Southeastern, c1978

1 cassette tape. 60 min.

O

A. cassette tape
B. filmstrip
C. record
D. video tape

2.17.2 Answer questions such as the following: Which of the following on a catalog card gives a short description of the resource?

a. annotation
b. author
c. copyright
d. call number

Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.18 Select and use print and nonprint materials based on levels of difficulty, needs and/or interest, and the advantages of format. (See 2.11)	2.18.1 Use books, pictures, filmstrips, and newspapers to find out about an endangered plant or animal. Tell what is being done to protect this organism.
2.19 Select and use print and nonprint materials according to basic literary forms and genres: a. folktales b. biographies c. mystery and detective stories d. fantasy e. poetry	2.19.1 Answer questions such as the following: Which of the following types of books might help you learn more about the life of a famous person? a. mystery stories b. biographies c. folktales d. fantasy 2.19.2 Locate a North Carolina folktale to share with the class.

Skills/Subject Area: Selection and Utilization

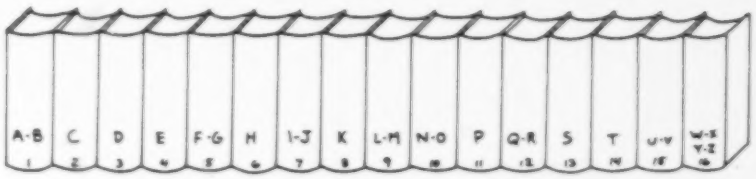
COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.20 Select and use special reference materials as interests and needs require (See 1.9).	2.20.1 Answer questions such as the following: Your family has planned a trip to Richmond, Virginia. You would like to see how near you will be to Washington, D.C. The reference book that will help you most is the: a. atlas b. sports dictionary c. poetry index d. dictionary 2.20.2 Given a list of important people in the history of North Carolina, use a biographical dictionary to find out their important contributions.
2.21 Select and use current periodicals for up-to-date information.	2.21.1 Given a magazine found in the media center, find the Table of Contents and write the title and page number for three articles. 2.21.2 Use magazines and newspapers to find information about unusual weather conditions or unusual things that have happened because of the weather. Choose one to share with the class and add illustrations.

Grade Level: 4

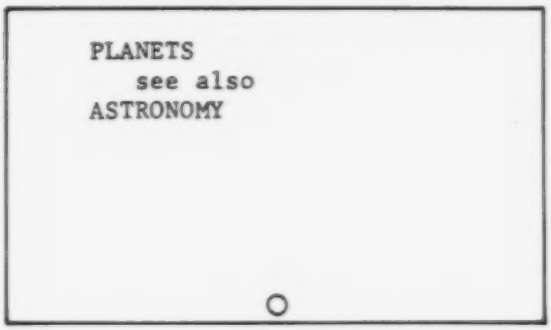
Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.11 Demonstrate understanding of guide words and letters on the spines of books and pages of reference materials.	3.11.1 Answer questions such as the following:  Above is a set of encyclopedia volumes. Which volume would you use to find information about electricity?
3.12 Understand and use the following features of print and nonprint materials: (See 2.15) a. appendices b. bibliographies c. copyrights	3.12.1 Answer questions such as the following: Bibliographies are helpful because: a. they show rivers and lakes. b. they tell the lives of famous people. c. they help you find materials on the same subject.
3.13 Demonstrate an understanding of call numbers on catalog cards, spines of books, and labels on on nonprint media.	3.13.1 Arrange sample nonfiction book spines in correct order and locate one of the titles on the shelf. 3.13.2 Work with a small group to prepare a bibliography of appropriate materials for class use on a specific topic. Each item must be located in the card catalog and personally examined.

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.14 Understand and use the card catalog to locate information by: a. distinguishing readily among author, title, and subject cards b. referring to additional titles indicated by See and See also	3.14.1 Answer questions such as the following: Bruce Lewis wrote a simple book about computers. Name the two types of catalog cards that would help you locate the book. 3.14.2 Answer questions such as the following: You are looking through the card catalog for materials on Mars and see the following cross reference card. Which answer tells what this card means?  a. There are other materials in the card catalog on planets but they are filed under the subject ASTRONOMY. b. There are no materials in the card catalog filed under PLANETS. c. All materials on planets are filed under the subject ASTRONOMY.

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.15 Understand the advantages of certain nonprint media over others in obtaining information and preparing assignments.	3.15.1 Answer questions such as the following: When making an oral presentation to the class on North Carolina ghost stories, which of the following would you choose to make the report more interesting? Why? a. silent filmstrip b. book c. recording of Halloween sounds d. illustrations 3.15.2 Answer questions such as the following: Which resources would help you make an earth mural? Circle the resources. a. study print b. filmstrip c. science textbook d. recording

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.16 Gather and organize information from print, visual, and auditory sources for brief reports.	3.16.1 Look at the filmstrip frames. Answer the following question:

Which frame should be first to tell a true story?

a. 4
b. 2
c. 3
d. 1

3.16.2 Use a guided research form to prepare a report about a sport played in North Carolina.

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.17 Use simple, alphabetized bibliographies to acknowledge sources used in brief reports.	3.17.1 Answer questions such as the following: Which of the three resources below would come first in a bibliography? a. World Book Encyclopedia. Chicago: Field Enterprises, 1976. Vol. 1, pp. 25-26. b. Durr, Robert M. Birds and Insecticides. Milwaukee: Hill Press, 1976. c. Brick, Samuel R. "Birds and Pollution," Conservation Journal. August, 1971. pp. 10-18. 3.17.2 Prepare a report on the life cycle of a butterfly. Use at least three resources and record these in a bibliography.
3.18 Apply reading, writing, listening, and viewing skills to identify and define sequences, main ideas, relationships, and specific information in a variety of media.	3.18.1 Given three newspaper photographs and their captions, which have been separated from each other, match each photograph with the proper caption. 3.18.2 Given a set of five slides, arrange in sequential order. 3.18.3 After viewing a school television program, identify main ideas presented.

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.19 Distinguish facts and truth from fiction or opinion encountered in in various forms of media.	3.19.1 Answer questions such as the following: Which of the following statements is a fact? a. You will love this new record album. b. Senator Smith does not like young people. c. The senate voted to raise taxes. d. PAINLESS will cure your headache in ten minutes.

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 4

Skills/Subject Area: Production and Presentation

COMPETENCY GOAL 4: The learner will design, produce, and/or select a variety of media formats to present information.

Objectives	Measures
4.4 Follow a specified procedure for producing materials that communicates information or ideas by: a. listing equipment and materials required for production. b. refining techniques of story boarding	4.4.1 Select one scene from a book to present to the class as an advertisement for the book. Orally relate the plan to the instructor and give a list of materials and equipment needed. 4.4.2 Work in a small group; select a geographical area in North Carolina; and prepare a story board, relating information obtained from research to produce a slide without a camera presentation.
4.5 Operate equipment for production and presentation: a. slide projectors	4.5.1 Answer questions such as the following: The slides you are showing to your class are fuzzy and hard to see. What button or switch on the slide projector should you adjust to make the pictures clear? a. focus b. forward c. reverse d. off/on 4.5.2 Use "U" film to prepare slides that show a life cycle (e.g., a frog, eel, butterfly). Present the slides to a class or small group.

Skills/Subject Area: Production and Presentation

COMPETENCY GOAL 4: The learner will design, produce, and/or select a variety of media formats to present information.

Objectives	Measures
4.6 Present information and creative ideas through personally designed and produced media: a. mobiles b. simple computer programs c. handmade slides	4.6.1 While studying one of the geographic areas of North Carolina, construct a mobile that is composed of scenes from that area. These may be drawn or cut from travel brochures. 4.6.2 Cut out pictures of producers, consumers, and decomposers. Arrange the pictures on posters to show different food chains.

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 4 Skills/Subject Area: Enrichment

COMPETENCY GOAL 5: The learner will expand reading, listening, and viewing interests by using a variety of media for personal growth, vocational pursuits, and recreation.

Objectives	Measures
5.13 Read and view more widely and discriminatingly following an introduction to outstanding titles of various forms and genres as well as outstanding authors and illustrators.	5.13.1 Choose to read, view, or listen to items from a recommended list of materials.
5.14 Express and support opinions regarding literature read.	5.14.1 Review a book for the class. Give several good points about the story and several bad points. Tell whether it would be recommended for a friend to read. 5.14.2 Participate in a panel discussion and share opinions with classmates about a particular author, a series of books, or a theme found in a specific kind of book.
5.15 Communicate to others pleasurable reading, listening, and viewing experiences.	5.15.1 Retell a North Carolina ghost story by creating a filmstrip for the overhead projector or a series of handmade slides. 5.15.2 Help class prepare an open house or tea for parents and/or faculty. Each food served must be from literature (e.g., a basket of goodies from Little Red Riding Hood). 5.15.3 Share favorite stories with younger students.

Skills/Subject Area: Enrichment

COMPETENCY GOAL 5: The learner will expand reading, listening, and viewing interests by using a variety of media for personal growth, vocational pursuits, and recreation

Objectives	Measures
5.16 Choose to browse through current newspapers, magazines, books, paperbacks, and other media during leisure time.	5.16.1 Elect to read newspapers and magazines during leisure time. 5.16.2 Answer questions such as the following: Which of the following activities would be a good choice for leisure time? a. play a media game b. look at magazines c. browse through books d. all of the above
5.18 Demonstrate respect for ownership rights and exhibit intellectual honesty.	5.18.1 Write a story and bind it with a cover. Add the book to the student writers' collection. 5.18.2 Cite sources of information when making a report.
5.19 Demonstrate an understanding of the rights of others in the media center.	5.19.1 Instructor observes student working individually or in a group without disturbing those nearby.
5.20 Choose to share knowledge about media center use with others.	5.20.1 Given a comic strip with speech balloons covered, rewrite conversations to tell how to work in the media center without disturbing others. 5.20.2 Serve as a guide when visitors come to the media center.

Skills/Subject Area: Enrichment

COMPETENCY GOAL 5: The learner will expand reading, listening, and viewing interests by using a variety of media for personal growth, vocational pursuits, and recreation

Objectives	Measures
5.21 Treat the facility, materials, and equipment with care and show respect for media personnel when using the media center independently or in groups.	5.21.1 Return media materials on time and in good condition.
	5.21.2 Return reference books and other materials to proper location after research in media center.

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 4 Skills/Subject Area: Computer Awareness

COMPETENCY GOAL 6: The learner will demonstrate an understanding of computers, their operation, and their possible application to solving relevant problems.

Objectives	Measures
6.1 Name the parts of a computer (input, memory, central processing unit, arithmetic unit, and output) and give a simple description of how each works.	6.1.1 Label each part of a diagram that shows the five parts of a computer. 6.1.2 Complete a crossword puzzle of computer terms which emphasizes the five parts of a computer. 6.1.3 On a written test, match the five parts of a computer with the correct definition or simple description of how the part works.
6.2 Identify examples of objects in the home that contain a computer or computerized parts.	6.2.1 Cut pictures of computer objects in the home from magazines and contribute them to a class display or create an individual scrapbook. 6.2.2 Write a story that tells how a computer helps with some task at home (e.g., a Computer Helps Prepare Our Meals; Computers In My Toys).
6.3 Save information from the computer on a storage device. Retrieve information from a storage device to a computer. (Storage device may be a diskette or a cassette. Information may be teacher-developed, student-modified, or a simple student-developed program.)	6.3.1 Write on paper the correct sequence of commands necessary to save and retrieve text. 6.3.2 Demonstrate with a formatted diskette how to save text on the diskette and how to retrieve the same text.

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 5

Skills/Subject Area: Orientation and Organization

COMPETENCY GOAL 1: The learner will demonstrate a working knowledge of the media center's organization and the procedures required to use the center and its collections.

Objectives	Measures
1.6 After an introduction to media personnel, a tour of the media center, and a discussion of the center's policies and procedures: a. Follow oral and written instructions for using the center. b. Check out and return resources. c. Locate and identify various areas of the media center.	1.6.1 Participate in a scavenger hunt to locate certain areas of the media center and describe the activities taking place there. 1.6.2 Write an article for the school newspaper about media personnel and/or media center policies.

Skills/Subject Area: Orientation and Organization

COMPETENCY GOAL 1: The learner will demonstrate a working knowledge of the media center's organization and the procedures required to use the center and its collections.

Objectives	Measures
1.7 After reviewing simple media terms, identify newly introduced advanced terms, e.g., periodical, bibliography.	1.7.1 Play a game of "Media Bingo."
	1.7.2 Answer questions such as the following: Match the words below with their definitions. Place the number for each term beside the correct definition. a. bibliography b. periodical c. biography d. print e. nonprint ___ media materials which have words and pictures placed on paper with ink. ___ materials which are usually printed monthly or weekly. ___ the true story of a person's life. ___ media materials such as records and filmstrips that give information or tell stories. ___ a list of books and other materials on a particular subject.

Skills/Subject Area: Orientation and Organization

COMPETENCY GOAL 1: The learner will demonstrate a working knowledge of the media center's organization and the procedures required to use the center and its collections.

Objectives	Measures
1.8 Locate and identify specialized resources in the media center.	1.8.1 Given a list of symbols representing resources and a map of the media center, place the symbols in the appropriate area on the map.
	1.8.2 Answer questions such as the following: What type of equipment is needed for this type of media? a. record player b. filmstrip projector c. cassette recorder d. overhead projector
1.9 Locate and identify reference materials: a. book of quotations b. newspaper c. thesaurus d. almanac	1.9.1 Answer questions such as: You are writing a a report and need another word for "think." Which reference book will help you? a. encyclopedia b. thesaurus c. almanac d. book of quotations
	1.9.2 Answer questions such as the following: In which reference book would you find the name of the state having the largest amount of rainfall last year? a. dictionary b. thesaurus c. almanac d. book of quotations

Skills/Subject Area: Orientation and Organization

COMPETENCY GOAL 1: The learner will demonstrate a working knowledge of the media center's organization and the procedures required to use the center and its collections.

Objectives	Measures
1.10 Identify community resources useful for recreation, information, or school assignments.	1.10.1 Answer questions such as the following: Which of the following items would not be a community resource? a. Chamber of Commerce b. basket maker c. telephone directory d. dictionary 1.10.2 Make a list of community resources to use in an assigned project by consulting the media center's community resource file, telephone directory, or Chamber of Commerce.

Grade Level: 5 Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.11 Select and use a variety of media (e.g., sound filmstrips, study prints) to find information in all curricular areas and for personal interest.	2.11.1 Select a book to read. Find a nonprint resource to assist in making a report on the book. 2.11.2 Locate and use three different types of print and nonprint materials to write a science report.
2.12 Use alphabetical order (four letters) as well as indexes, subject headings, cross references, and guide words to find information.	2.12.1 Answer questions such as the following: BAT and BEAR are guide words from a page in the dictionary. Which word(s) below would <u>not</u> be on the same page as these? a. batch b. beard c. bead d. bar 2.12.2 Answer questions such as the following: The following information is given at the end of an article on nuclear energy in an encyclopedia. What does it mean? See: Nuclear Power; Atomic Science; The Atom; Bombs and Power. a. There are other articles related to nuclear energy in the encyclopedia. b. The Atom is a subheading of Nuclear Power and Atomic Science c. Nuclear energy is not a very important topic. d. The encyclopedia is not alphabetically arranged.

Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.14 Operate more complex audiovisual equipment and continue to use those previously introduced.	2.14.1 Answer questions such as the following: In order to show the videotape you have just loaded into the videocassette player (recorder), press the button marked: a. play b. stop c. fast forward d. rewind 2.14.2 Answer questions such as the following: What are the speeds commonly found on record players? a. 16, 45, 78 b. 33 1/3, 45, 78 c. 30, 60, 90 d. 16 1/2, 27, 81

Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.15 Select pertinent information from various features of print and nonprint materials: a. prefaces b. introductions c. forewords	2.15.1 Complete statements such as the following: The author's purpose for writing a book is usually found in the: a. appendix b. table of contents c. preface d. glossary 2.15.2 Complete Statements such as the following: Additional explanations to the text of a book, such as diagrams, charts, and tables, are usually found in the: a. preface b. appendix c. glossary d. index

Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.17 Select materials in various formats from the card catalog by author, title, and subject and by specific information in the card catalog, e.g, annotation, copyright.	2.17.1 Answer questions such as the following: You are working with a group of students on a report about the jungle. You need information and photographs about wildlife. Which card shows the best resource for you to use?
	2.17.2 Answer questions such as the following: What subject would you look under in the card catalog to find information on rattlesnakes?
2.19 Select and use print and nonprint materials according to basic literary forms and genres: a. autobiography b. historical fiction c. science fiction d. realistic fiction	2.19.1 Follow directions such as: Locate a historical fiction book which could be used with a study of American history.
	2.19.2 Select and read a book of science fiction. Prepare an audiocassette of sounds to accompany the reading of a specific segment of the book.

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Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.20 Select and use special reference materials as needed (See 1.9).	2.20.1 Answer questions such as the following: Which of the following sections of a newspaper lists jobs that are available? a. editorial b. sports c. classified d. front page 2.20.2 Answer questions such as the following: To find a list of quotations about mothers, you would look in which of the following books? a. Bartlett's Familiar Quotations b. Junior Authors c. Raintree Science Encyclopedia
2.21 Select and use current periodicals for up-to-date information.	2.21.1 Answer questions such as the following: If you wanted to read only stories of fantasy and make-believe, which one of these magazines would NOT be a good choice? a. National Geographic World b. Jack and Jill c. Ebony, Jr. d. Highlights 2.21.2 Using Children's Magazine Guide, make a list of five articles about astronomy written in the past two years.

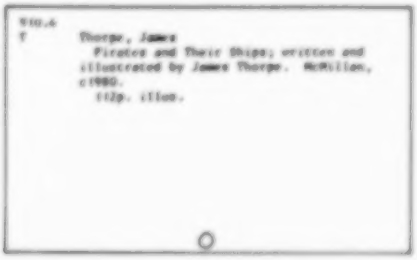
LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 5

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.11 Demonstrate increased understanding of guide words and letters on spines of books and pages of reference materials.	3.11.1 Correctly shelve five nonfiction books. 3.11.2 Answer questions such as the following: Which book spine is correct for the card from the card catalog?
3.12 Understand and use the various features of print and nonprint materials to obtain needed information.	3.12.1 Locate the copyright date of several print and nonprint resources in order to use the most current information.



Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.13 Demonstrate an understanding of the ten main classes of the Dewey Decimal Classification System.	3.13.1 Complete statements such as the following: The Dewey Decimal System is used in media centers because it: a. generally groups biographies with other fiction materials. b. generally groups materials on the same subject together. c. generally groups magazines with other audiovisual materials. 3.13.2 Compare resources found in different Dewey classes, e.g., animals in 500's and pets in 600's; or space in 500's and 600's.
3.14 Continue to use the card catalog to locate information.	3.14.1 Answer questions such as the following: To find a book written by Virgina Hamilton, between which two guides would you look: a. HALLOWEEN-POETRY/HAMSTERS b. HAMSTERS/HANDICAPPED c. HALLOWEEN-DRAMA/HALLOWEEN-FICTION 3.14.2 Locate, by subject, five resources in the card catalog. Record the call number, author, and title of each resource. Locate these resources on the shelf.

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.15 Comprehend the advantages of certain nonprint media over others in obtaining information and preparing assignments.	3.15.1 Given an assignment for class presentation, give a verbal explanation for oral or visual format, e.g, "Shelving Library Books"--oral presentation or transparencies. 3.15.2 Answer questions such as the following: In order to be able to identify wildflowers, which of the following would you NOT choose for information? a. study prints b. tape recording c. transparency d. videocassette
3.16 Gather and organize information from print, visual, and auditory sources for brief reports.	3.16.1 Given a short magazine article, list five important facts found in the article and write a brief report. 3.16.2 Select a topic for an oral report and follow these steps for research: a. Find all information on the topic by searching the card catalog and the indexes in reference books. b. Prepare notes on a guided research form. c. Make a bibliography including print and nonprint resources. 3.16.3 Using the form A Dozen Ways to Know, gather information about a famous American.

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.17 Use simple alphabetical bibliographies to acknowledge sources used in brief reports.	3.17.1 Prepare a bibliography of resources used in 3.16.3.
3.18 Apply reading, writing, listening, and viewing skills to identify and define sequences, main ideas, relationships, and specific information in a variety of media (See 2.11).	3.18.1 Given a comic strip from the newspaper which has the last frame removed, draw or write what will happen next. 3.18.2 Given five news stories and their headlines, which have been separated, match each story to its headline.
3.19 Distinguish facts and truths from fiction or opinion encountered in various forms of media.	3.19.1 Answer questions such as the following: Which of the following statements is an opinion? a. Jean Fritz has written many biographies about American patriots. b. The book, Mrs. Frisby and the Rats of Nimh, is better than the movie about the widowed mouse and some rats. c. Historical fiction is a make-believe story about real events in history. 3.19.2 View a television commercial or printed advertisement. Write one fact and one opinion.

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 5

Skills/Subject Area: Production and Presentation

COMPETENCY GOAL 4: The learner will design, produce, and/or select a variety of media formats to present information.

Objectives	Measures
4.4 Follow a specified procedure for producing materials that communicate information or ideas.	4.4.1 Select one early explorer of America and prepare a visual report based on researched information. Prepare a storyboard. 4.4.2 Work in a small group, select one episode from an assigned period of American history, decide on the format of the presentation, and prepare a script.
4.5 Operate equipment for production and presentation, e.g, video cameras and videocassette recorders.	4.5.1 Complete statements such as the following: To make an object appear larger while taping a video program you should: a. zoom b. play c. press record d. move camera 4.5.2 Operate equipment needed for producing and presenting the activity selected in 4.4.
4.6 Present information and creative ideas through personally designed and produced media, e.g., videotape recordings.	4.6.1 After studying historical events in American history, work in a small group to rewrite an event as a drama and record the presentation on video.

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 5 Skills/Subject Area: Enrichment

COMPETENCY GOAL 5: The learner will expand reading, listening, and viewing interests by using a variety of media for personal growth, vocational pursuits, and recreation.

Objectives	Measures
5.13 Read and view more widely and discriminatingly following an introduction to outstanding titles of various forms and genres as well as outstanding authors and illustrators.	5.13.1 Select and read titles from "recommended" lists and award-winning series, and present book talks to the class.
5.14 Express and support opinions regarding literature read.	5.14.1 Participate in a small group discussion of a book after all members have read the selection. (Sample question: How do you think the story would change if a specific character's actions were different?)
	5.14.2 Add comments to book title chart or file used by other students for book selection.
	5.14.3 Use class discussions to express opinions, likes, and dislikes of the different styles of literary works read.
	5.14.4 Write a book review for the school newspaper.

Skills/Subject Area: Enrichment

COMPETENCY GOAL 5: The learner will expand reading, listening, and viewing interests by using a variety of media for personal growth, vocational pursuits, and recreation.

Objectives	Measures
5.15 Communicate to others pleasurable reading, listening, and viewing experiences.	5.15.1 Illustrate one scene from a book and/or non-print material by using dioramas, or puppets.
	5.15.2 After reading the biography of a famous American, make a poster that might be used to advertise that person's visit to deliver a speech.
	5.15.3 Share opinions of television programs and motion pictures viewed.
	5.15.4 Participate in class discussions about school television programs as post-viewing activities.
5.16 Independently browse through current newspapers, magazines, books, paperbacks, and other media during leisure time.	5.16.1 Elect to use leisure time profitably.
5.18 Demonstrate respect for ownership rights and exhibit intellectual honesty.	5.18.1 Cite resources when preparing a report.
5.19 Demonstrate an understanding of the rights of others in the media center.	5.19.1 Work with a group to develop a puppet show show that demonstrates proper behavior in the media center. Present to younger children.

Skills/Subject Area: Enrichment

COMPETENCY GOAL 5: The learner will expand reading, listening, and viewing interests by using a variety of media for personal growth, vocational pursuits, and recreation.

Objectives	Measures
5.20 Choose to share knowledge about media center use with others.	5.20.1 Serve as a guide when visitors come to the media center.
	5.20.2 Explain media center procedures to new students.

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 5 Skills/Subject Area: Computer Awareness

COMPETENCY GOAL 6: The learner will demonstrate an understanding of computers, their operation, and their possible application to solving relevant problems.

Objectives	Measures
6.1 Identify and define the basic vocabulary necessary for word processing (e.g., edit, save, print, delete).	6.1.1 Create a word processing dictionary that includes terms, definitions, and appropriate graphics.
	6.1.2 Match, on a written test, word processing terms and/or commands to their correct definition or function, e.g., edit/change text.
6.2 Explain the role of the computer as word processing tool in society.	6.2.1 Identify five personal or business activities that can use word processing programs.
	6.2.2 After a class discussion of a word processing program (e.g., what it is, how it works, how it can help in all kinds of writing), develop a commercial or advertisement that promotes the advantages of word processing to a target audience.
6.3 Use a word processing program for beginning level activities.	6.3.1 Use a sample document and a word processing program to input and edit (delete, add, replace) text.
	6.3.2 Save and retrieve the text using sample document files.
	6.3.3 Use a word processing program to produce a simple, printed document.

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 6

Skills/Subject Area: Orientation and Organization

COMPETENCY GOAL 1: The learner will demonstrate a working knowledge of the media center's organization and the procedures required to use the center and its collections.

Objectives	Measures
1.6 After an introduction to media personnel, a tour of the media center, and a discussion of the center's policies and procedures: a. Follow oral and written instructions for using the center b. Check out and return resources c. Locate and identify various areas of the media center	1.6.1 Given a large floor plan of the media center and a set of cards, each with a picture of an item to be found in the media center, place the picture cards in the area where that item is located, e.g., atlas, card catalog, magazines, video equipment. 1.6.2 Solve a mystery by gathering clues which have been hidden throughout the media center (e.g., under globes, in reference books, books, between records). Each clue directs student to another clue, e.g., Find a book in the reference section with the classification number 598.2. Write the title. When all clues have been found, a secret message is revealed.
1.7 After reviewing simple media terms, identify newly introduced terms, e.g., periodical, bibliography.	1.7.1 Given an activity and list of terms, write steps necessary to complete the activity using the correct terms. (For example--Checking out materials. Terms: overnight, circulation, reference books, periodicals, date due, and overdue.) 1.7.2 Answer questions such as the following: Which of these groups of resources would NOT be found in the media center? a. films, filmstrips, transparencies b. records, tapes, television c. birth records, attendance reports d. books, newspapers, magazines

Skills/Subject Area: Orientation and Organization

COMPETENCY GOAL 1: The learner will demonstrate a working knowledge of the media center's organization and the procedures required to use the center and its collections.

Objectives	Measures
1.8 Locate and identify specialized resources in the media center, e.g., dry mount presses.	1.8.1 Given illustrations of various pieces of equipment, match the name with the correct picture. 1.8.2 Complete statements such as the following: The best machine for laminating and mounting pictures is a _____ _____ press.
1.9 Locate and identify reference materials: a. community resource file b. special indexes, e.g., poetry	1.9.1 Given a set of five questions on topics currently being studied in the classroom, locate and identify the best reference material for answering the questions. (Questions should be designed to lead students to specific reference materials.) 1.9.2 Complete statements such as the following: In the media center, poetry indexes are located in the: a. fiction section b. reference section c. magazine section d. nonprint section
1.10 Identify community resources useful for recreation, information, or school assignments.	1.10.1 Complete a checksheet indicating the after school activities available in the community. 1.10.2 Write a letter to a local personality inviting her/him to participate in "Heritage Week" at the school.

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 6 Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.11 Select and use media to find information in all curricular areas and for personal interest.	2.11.1 After listening to a tape recording of a story in Greek mythology, list the main characters and give a brief description of each.
	2.11.2 Given a guided research form, gather information from at least three sources and two formats and write a brief report on fruits.

Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.12 Use alphabetical order, as well as indexes, subject headings, cross references, and guide words to find information (see 1.9 and 2.11).	2.12.1 Answer questions such as the following: Which of these authors would come first in the card catalog? a. Patricia Jean Ames b. Linda Sue D'Amato c. George Ray Davis d. Carolyn Haynes Davis 2.12.2 Answer questions such as the following: In the example below, information on obedience training of colts will be found on which page(s)? a. 88 b. 164 c. 242 d. 295 Complete Horse Book B Bridle 95-101, 96, 99, 144-47, 145, see also Bit Bucking 298-99 C Colts, 284-96 driving in long reins 292-93 obedience training 295 riding, 294 Cow Pony; see Domestic Horses Curb (injury), 164

Skills/Subject Area: Selection and Utilization

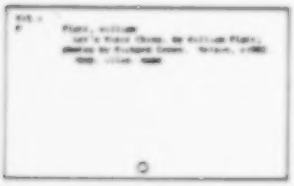
COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

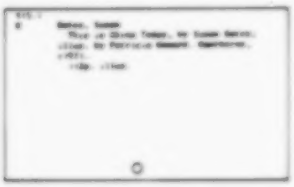
Objectives	Measures
2.14 Operate more complex audiovisual equipment and continue to use those previously introduced.	2.14.1 Use a thermal copier when making a transparency. (Points for observation by the media coordinator include correct setting, proper insertion of original and acetate.)
	2.14.2 Answer questions such as the following: The picture shown by the film projector is jumping up and down. Which would be the best thing to do after stopping the machine? a. rethread the film b. turn up the volume c. change the projection lamp d. repair the film
2.15 Select pertinent information from various features of print and nonprint materials.	2.15.1 By using only the index to a set of encyclopedias, determine where to look for answers to specific questions.
	2.15.2 Answer questions such as the following: The list of chapters and their titles as they appear in a book is the: a. glossary b. index c. table of contents

Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.17 Select materials in various formats from the card catalog by author, title, and subject and by specific information on the catalog card.	2.17.1 Given a list of questions as a guide, find one resource in the card catalog that would provide the most appropriate and usable information about a given science topic. (Questions might include: Will the item contain current information? What information is covered in this item? Can it be checked out?)
	2.17.2 Answer questions such as the following: Find some information about the school life of boys and girls in China today. What kind of card from the card catalog shows the book that would be the best choice?





Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.19 Select and use print and nonprint materials according to basic literary forms and genres: a. drama b. myths and legends c. journalism	2.19.1 Listen to a news event reported on radio, TV, and in a newspaper; indicate facts that were included in all three media and facts which were included in only one or two. 2.19.2 Select and present a one-act play.
2.20 Select and use special reference materials as needed: a. community resource file b. special indexes (poetry)	2.20.1 Use the community resource file and the information file to design posters depicting procedures to follow in case of hurricanes, tornadoes, flash floods, or fires in the school. 2.20.2 Use a poetry index and locate in the media center two poems on a selected subject.
2.21 Select and use current periodicals for up-to-date information.	2.21.1 Locate articles in periodicals about recent disasters. 2.21.2 Locate a recent article on "health" in Children's Magazine Guide or Abridged Readers' Guide. Read the article and share the information.

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 6

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.11 Demonstrate increased understanding of guide words in reference materials.	3.11.1 Locate a specific subject by using proper guide words.
3.12 Understand and use various features of print and nonprint materials.	3.12.1 By identifying copyright dates, select the most current resource to use when gathering information about a particular topic in science.
	3.12.2 Given a map of Europe during the Middle Ages, use the legend to answer a series of questions.
	3.12.3 Use a table of contents from a book to locate the chapter needed to obtain information about the Middle Ages.

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.13 Demonstrate an understanding of call numbers on catalog cards, spines of books, and labels on nonprint media by locating fiction and nonfiction resources, and special collections.	3.13.1 Find a specific form of media about a particular subject, e.g., find a transparency showing the human skeletal system. 3.13.2 Answer questions such as the following: You would like to find the record listed on the catalog card below. What call number would you find on that record?
3.14 Understand and use the card catalog to locate information by: a. Applying the rule that "nothing precedes something", e.g, "Birds" precedes "Birds of Prey." b. Originating alternative key words for those not appearing in the card catalog.	3.14.1 Given a subject, generate a list of alternate key words to use in locating information by asking questions such as, What are other words which mean the same? What are larger or smaller topics that might include the topic? What are other topics that might include the topic? 3.14.2 Answer questions such as the following: Which of the following subject headings would be filed first in the card catalog? a. ST. PAUL b. SAINTS c. SAINT PATRICK d. SAN FRANCISCO

Record
598.2
B Birds you should know. Columbia, n.d.
1 record. 2 sides. 12 in. 331/3 rpm.
monaural. with guide.

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.15 Comprehend the advantages of certain nonprint media over others in obtaining information and preparing assignments.	3.15.1 Given a list of situations, select the best form of media to use and give reasons the selection was made, e.g., To show your class the movement of blood through the circulatory system.
	3.15.2 Answer questions such as the following: If you want to use pictures you have drawn along with a presentation to your class, which of the following would NOT be a good choice for your creations? a. transparencies b. filmstrip c. posters d. tape recording
3.16 Gather and organize information from print, visual, and auditory sources for reports. Generalize and summarize without plagiarizing.	3.16.1 Make a generalized statement about a set of specific facts.
	3.16.2 Given a human interest story from a newspaper or magazine, write a one sentence summary of the story. The summary must be sent as a telegram and each word costs $1.00. Every possible word must be eliminated without changing or confusing the meaning.
	3.16.3 Use a guided research form to prepare a report on a science topic.

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.17 Use a simple alphabetized bibliography to acknowledge sources used in brief reports.	3.17.1 Follow a specified format when preparing a bibliography.
3.18 Apply reading, writing, listening, and viewing skills to identify and define sequences, main ideas, relationships, and specific information in a variety of media.	3.18.1 Listen to a Greek myth; identify the main events in the story and draw a series of pictures showing the sequential order of the events. 3.18.2 View a science videocassette and state five important facts given in the program.
3.19 Distinguish facts and truths from fiction or opinion encountered in various forms of media.	3.19.1 Design a collage of words cut from newspapers and magazines that would be used to signal opinion (e.g., seem, think, likely, may, probably). 3.19.2 Read one article from the sports section in the newspaper and underline each fact and circle each opinion.

Grade Level: 6 Skills/Subject Area: Production and Presentation

COMPETENCY GOAL 4: The learner will design, produce, and/or select a variety of media formats to present information.

Objectives	Measures
4.4 Follow a specified procedure for producing materials that communicate information or ideas.	4.4.1 Follow a specified procedure when preparing a transparency showing the location of stars in a constellation. 4.4.2 Follow directions for preparing a stained glass window when studying the Middle Ages in social studies.
4.5 Operate equipment for production and presentation, e.g., dry mount presses.	4.5.1 Find two pictures representing ways people have harmed the environment. Use the dry mount press, mount and laminate the pictures for display in the classroom. 4.5.2 Choose a poem, illustrate it, mount and laminate it using a dry mount press.
4.6 Present information and creative ideas through personally designed and produced media: a. dry mounted graphics b. black and white photographs c. sound/slides d. sound filmstrips	4.6.1 Design and produce a form of media to share an original poem. 4.6.2 Prepare a sound/slide (audiocassette/handmade slide) presentation that relates some information in science, e.g., What is known about the Milky Way?

Grade Level: 6 Skills/Subject Area: Enrichment

COMPETENCY GOAL 5: The learner will expand reading, listening, and viewing interests by using a variety of media for personal growth, vocational pursuits, and recreation.

Objectives	Measures
5.13 Read and view more widely and discriminatingly following an introduction to outstanding titles of various forms and genres as well as outstanding authors and illustrators.	5.13.1 After an introduction to books by a specific author, choose to read those books.
5.14 Express and support opinions regarding literature read.	5.14.1 Prepare an audiocassette to "sell" a favorite book to other students. 5.14.2 As a background for a book talk, choose a color and a musical selection that best shows personal feelings about a book read. 5.14.3 Recommend to media coordinator, books reviewed in periodicals, bibliographies, and other sources.
5.15 Communicate pleasurable reading, listening, and viewing experiences.	5.15.1 Elect to record information about a book read in a "We Recommended These Good Books" file kept in the media center for all students to use as an aid in selecting books for pleasure reading. 5.15.2 Work with a small group to create a radio play that will retell a favorite story or a tale from mythology.

Skills/Subject Area: Enrichment

COMPETENCY GOAL 5: The learner will expand reading, listening, and viewing interests by using a variety of media for personal growth, vocational pursuits, and recreation.

Objectives	Measures
5.17 Choose to watch television programs and motion pictures having educational value.	5.17.1 Complete a TV viewing chart for one week. Determinations are made as to which program had education value, which were viewed for pleasure, and which were watched simply because the TV was turned on.
	5.17.2 Take the opportunity to read about upcoming programs in TV listings, rate programs before viewing and make viewing choices based on ratings. After viewing, quality can be compared with previews.
5.18 Demonstrate respect for ownership rights and exhibit intellectual honesty.	5.18.1 Create a Facts Pac about some type of pollution--air, water, land, and sound. Cite sources when directly quoted on tape. Prepare a bibliography of all sources.
5.19 Demonstrate an understanding of the rights of others in the media center.	5.19.1 Understand the rights of others in the media center by working individually or in a group without disturbing those nearby.
	5.19.2 Roleplay problem situations encountered while using the media center. Participate in discussions about how each situation is a problem to others and how it can be corrected.
	5.19.3 Prepare a videocassette of students properly using the media center.
5.20 Choose to share knowledge about media center use with others.	5.20.1 Volunteer to introduce the media center to a new student.
	5.20.2 Take photographs of students showing proper media center behavior. Make a bulletin board display with photographs.

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 6 Skills/Subject Area: Computer Awareness

COMPETENCY GOAL 6: The learner will demonstrate an understanding of computers, their operation, and their possible application to solving relevant problems.

Objectives	Measures
6.1 Identify the common computer languages (BASIC, Logo, COBOL, Pascal, Fortran) and their typical application in society.	6.1.1 Given a list of common computer languages, match the language and the typical application of that language (e.g., BASIC with education, COBOL with business, Fortran with science/mathematics).
	6.1.2 Give an oral, visual, or written presentation about the development and use of a particular language.
6.2 Demonstrate a knowledge of the major events, people, and devices in the history of computing.	6.2.1 Match a picture of a historical computing device with the appropriate name.
	6.2.2 On a timeline, label significant inventions that influenced the history of computers and computing. Show the span of time for the four generations, e.g., the vacuum tube, the transistor, the integrated circuit, the chip.
	6.2.3 Give an oral, visual, or written presentation on some aspect of the history of computers (e.g., Pascal, Hollerith, abacus, microchip).
	6.2.4 Create a chart or graph relating how the size and processing speed of computing machinery has changed through the different generations.

Skills/Subject Area: Computer Awareness

COMPETENCY GOAL 6: The learner will demonstrate an understanding of computers, their operation, and their possible application to solving relevant problems.

Objectives	Measures
6.3 Demonstrate an increasing proficiency in the use of a word processing program.	6.3.1 Use a sample document and a word processing program to practice previously introduced editing techniques and the use of more advanced editing features (e.g., moving a block of text).
	6.3.2 Use a word processing program to create and produce a printed document such as a short letter, poem, or a report.

GRADES 7-8

Major Emphases

At the middle/junior high school level, major emphasis is placed on evaluation and reinforcement of students' proficiency in previously taught skills and on remedial work to eliminate deficiencies. Particular emphasis is given to developing new competencies in using special reference sources and to skills in production techniques employing more sophisticated equipment. Planned activities also provide skill in identifying propaganda or biased treatment in materials.

As a result of experiences provided in the program, students will be able to:

1. Apply increased competencies in using more sophisticated materials and equipment in daily learning activities related to various academic disciplines and occupational explorations.
2. Use more specialized library/media terminology.
3. Manage essential research tools independently.
4. Credit sources of information and appreciate intellectual honesty.
5. Produce, with available equipment, a more diverse range of media.
6. Exercise good judgment in choosing authentic, reliable materials.
7. Appreciate wider ranges and genres of literature.
8. Participate in library/media and other clubs acquainting them with career opportunities.
9. Display respect for the property of others.
10. Pursue personal interests and inquiries in a variety of resources and formats available in the library/media center.

The numbering system for library/media skills is designed to allow the user to locate the same skill, where relevant, at several grade levels. This permits greater flexibility in selecting measures most appropriate for the wide range of student abilities. If a number is missing, the skill is not addressed at that grade level.

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 7

Skills/Subject Area: Orientation and Organization

COMPETENCY GOAL 1: The learner will demonstrate a working knowledge of the media center's organization, the procedures required to use the center, and its collections.

Objectives	Measures
1.11 Identify media personnel, locate and identify various areas of the media center and follow instructions for using the media center.	1.11.1 Use a floor plan of the media center to prepare a map indicating where various types of materials and areas are located in the media center. 1.11.2 Answer questions such as the following: Which of the following is an area in your library/media center? a. fiction b. reference c. magazine d. audiovisual e. nonfiction f. all of the above 1.11.3 Correctly perform the steps in checking out materials. 1.11.4 Use various clues to locate specific items in the media center that will solve a mystery. (E.g., "Murder in the Media Center." The victim's name will be located in an Information File folder labeled Victims. After locating the file, record the victim's name on a work sheet, and continue to follow clues.)

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Skills/Subject Area: Orientation and Organization

COMPETENCY GOAL 1: The learner will demonstrate a working knowledge of the media center's organization the procedures required to use the center and its collections.

Objectives	Measures
1.12 Define specialized media terms after being introduced to them, e.g., back issue, paraphrase, pseudonym.	1.12.1 Work in a group and develop a dictionary of media terms. Include illustrations where needed to further define term. 1.12.2 Complete an exercise such as the following: Complete the words below: 1. B _ o g _ _ _ _ y is a book about a person's life written by another person. 2. An _ n n _ t _ t _ _ n is a short paragraph telling about a book. 1.12.3 Play a game called "Media Match," and match the term with the illustration.
1.13 Locate and identify the school's media equipment, including all previously introduced. a. copy machines b. microform equipment c. lettering devices d. 35mm cameras	1.13.1 Choose a picture of a media resource and write three clues that would help classmates identify the resource. 1.13.2 Answer questions such as the following: Which machine do you use to view back issues of magazines? a. microfilm or microfiche reader b. filmstrip projector or sound filmstrip projector c. cassette recorder and film projector d. opaque projector

Skills/Subject Area: Orientation and Organization

COMPETENCY GOAL 1: The learner will demonstrate a working knowledge of the media center's organization the procedures required to use the center and its collections.

Objectives	Measures
1.14 Locate and identify reference tools such as the following: a. ABRIDGED READERS' GUIDE TO PERIODICAL LITERATURE b. GRANGER'S INDEX TO POETRY c. SOMETHING ABOUT THE AUTHOR d. JUNIOR BOOK OF AUTHORS e. STATESMAN'S YEAR BOOK f. WORLD ALMANAC AND BOOK OF FACTS g. DICTIONARY OF OCCUPATIONAL TITLES h. PRAEGER ENCYCLOPEDIA OF ART i. NEW ENCYCLOPEDIA OF SPORTS j. THE AMERICAN MEDICAL ASSOCIATION'S HANDBOOK OF FIRST AID AND EMERGENCY CARE	1.14.1 Use a map of the media center and a set of questions (e.g., Where are atlases kept? Where would you find a pamphlet on first aid? Where would you find a set of books to help you complete a science project?) to identify and locate the material used to answer the questions, and then mark the location on the map. 1.14.2 Describe a specific reference tool, without naming it, so that other students will identify it. 1.14.3 Answer questions such as the following: To find a poem about one of the following subjects--death, love, loneliness, marriage--you would use: a. GRANGER'S INDEX b. ABRIDGED READERS' GUIDE c. NATIONAL GEOGRAPHIC INDEX 1.14.4 Produce an audiocassette that clearly and concisely describes the location of specific reference books. Other students will locate the books by listening to taped directions. Problems will be noted and directions revised. (More effective when correlated with classroom curricular activity.)

Skills/Subject Area: Orientation and Organization

COMPETENCY GOAL 1: The learner will demonstrate a working knowledge of the media center's organization the procedures required to use the center and its collections.

Objectives	Measures
k. LANDS AND PEOPLES	
l. WORLDMARK ENCYCLOPEDIA OF THE NATIONS	
m. COUNTRIES OF THE WORLD AND THEIR LEADERS YEARBOOK, 19 ____	
n. NATIONAL GEOGRAPHIC INDEX	
o. NEW BOOK OF POPULAR SCIENCE	
p. YOUNG PEOPLE'S SCIENCE ENCYCLOPEDIA	
q. Travel guides to various countries, e.g., Fodor's	
r. Atlases	
s. Community Resource File	
1.15 Identify community resources useful for recreation, information, or school assignments.	1.15.1 Select from a list of resources and services, those available at the local public library.
	1.15.2 Work in a group and successfully construct a set of "yellow pages" of community resources. Location and services available will be included.

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 7 Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.22 Use more advanced skills in reading, writing, listening, and viewing to find information in all curricular areas and for personal interest.	2.22.1 View a videocassette on education in Japan and write four factual statements. 2.22.2 Develop an information packet that contains a list of varied resources in the media center about a topic related to a classroom activity.
2.23 Demonstrate competency in the use of alphabetical order, subject headings, cross references, and guide words to find information in dictionaries, indexes, encyclopedias, and the card catalog.	2.23.1 Use a list of subject headings from the card catalog and a list of facts, to tell which subject heading would be the best to look under in order to locate each fact. 2.23.2 Answer questions such as the following: A catalog card reading "Home Life see FAMILY" means: a. There are no books on home life in the media center. b. Books on home life are under family. c. Additional books on home life are under family. d. Look under marriage. 2.23.3 Arrange the following subject headings in alphabetical order. a. AIRPLANES b. AIR c. AIRMEN AND WHAT THEY DO d. AIRLINES--HOSTESSES e. AIRCRAFT AND HOW THEY WORK f. AIR PILOTS 2.23.4 Identify the subject headings needed to find information for three to five sample classroom assignments in ABRIDGED READERS' GUIDE TO PERIODICAL LITERATURE.

Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.24 Follow oral and written instructions for using materials and equipment. (Introduce any new materials and equipment.)	2.24.1 Listen to an audiocassette giving directions about the proper use of microform equipment and operate the equipment correctly. 2.24.2 The media coordinator will observe students as they select equipment-operation task cards from a stack and follow directions such as: a. Demonstrate the proper way to thread a filmstrip into a projector. b. Demonstrate how to handle a record and place it on the player. 2.24.3 View a videocassette demonstrating the operation of a specific piece of equipment; practice using it; and demonstrate proficiency in operating the equipment. 2.24.4 Use available lettering devices when designing graphs or posters.
2.26 Find specific information in special elements of materials such as bibliographies, footnotes, legends, and scales.	2.26.1 Indicate whether the following statement is true or false: To help the user locate information in the book, an alphabetical list of subjects and page numbers, called the bibliography, is used. 2.26.2 Use a large map of Africa to complete the following exercise: Plan a trip between Sudan and Egypt. Include a. means of travel b. direction of travel c. distance d. names of places between the two locations 2.26.3 Read a biographical sketch about Gandhi in an encyclopedia and consult the bibliography. Determine the availability of titles by looking in the card catalog.

Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.29 Select and use print and nonprint materials that are accurate, authoritative, and current.	2.29.1 Given a current topic to research, name resources in the media center that would be appropriate. Be able to explain choices.
	2.29.2 Follow instructions such as: Below is a list of sources of current information in in your media center. Make up questions that can be answered by using the following or similar resources. a. FACTS ON FILE YEARBOOK b. WORLD ALMANAC AND BOOK OF FACTS c. STATESMAN'S YEARBOOK d. READERS' GUIDE e. BOOK OF THE STATES f. CURRENT BIOGRAPHY g. BIOGRAPHY INDEX h. SEARS LIST OF SUBJECT HEADINGS
	2.29.3 Prepare a folder of clippings on a current topic selected from a list to be placed in the Information File. Materials included in the folder will be judged on currentness (no more than one year old) and accuracy.
2.30 Select and use materials based on an understanding of finer distinctions within literary forms and genres.	2.30.1 Use the copyright date and select a contemporary fiction book.

Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.32 Select and use a wider variety of current periodicals for up-to-date information.	2.32.1 Survey the periodicals subscribed to by the media center and prepare a list grouping the periodicals by type, e.g, sports, news, and science.
	2.32.2 During the study of the Middle East, use ABRIDGED READERS' GUIDE to locate recent articles on a specific country. Share information about an interesting or recent occurrence in that country.
	2.32.3 Use appropriate periodicals and list at least five articles on new discoveries in life science (e.g., zoology, botany, genetics, bacteriology).

Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.33 Select and use a combination of relevant materials in a variety of formats and disciplines in developing a research topic.	2.33.1 Compile a bibliography of appropriate materials that could be used as a reference in writing a historical novel about a country during a specific period in its history.
	2.33.2 Complete the following search strategy: From List A, select a topic. From List B, select at least four sources of information in which you would expect to find something about that subject. Make sure you use a variety of media.

List A
communicable disease
drug addiction
food nutrients
rickets
Jonas Salk

List B
dictionary
*encyclopedia
card catalog
Readers' Guide
Information File
*specialized reference book
newspaper
*biographical source

*Be specific

Topic_____

Sources of Information (Brief or detailed)
1.
2.
3.
4.

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 7

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.22 Refine skills necessary for scanning and extracting relevant information from various features of print and nonprint media: a. photograph captions b. paragraph headings c. annotations	3.22.1 Use encyclopedias; scan articles about an assigned personality in medicine; and find information such as place of birth, area of medicine, contribution to medical science. Information will be used to complete a time line showing important events in medical science. 3.22.2 Skim available resources on the culture of Asia and make a list of questions related to the subject. 3.22.3 Find an article on the culture of Asia. List any paragraph headings, photograph heading, or annotations. Explain how each helped in locating the answer to questions. 3.22.4 Use the sports section of a newspaper, scan headlines, photograph captions, and first paragraphs of articles, and capsulize major sports events orally or in writing.

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.23 Demonstrate a growing understanding of call numbers on catalog cards, special designations, e.g., North Carolina R, P, and decimals.	3.23.1 Use examples of call numbers to answer questions, e.g., Which would indicate the material is in the reference section? Which call number is for a videocassette? Which call number indicates the material is for teachers to use?
	3.23.2 Answer a question such as the following: Which of these two call numbers would come first, 796.358 or 796.4? B B
	3.23.3 Use a floor plan of the media center on a transparency and produce overlays with sections corresponding to special call number designations.
3.24 Use the card catalog more comprehensively as an index to print and nonprint resources by understanding and using: a. "See" and "See also" b. word-by-word order c. annotation d. special filing rules, e.g., U.S. History	3.24.1 Answer questions requiring the interpretation of the information on the catalog card. 3.24.2 Use examples of various catalog cards to answer questions related to their special characteristics.

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.26 Gather, organize and combine information from print, visual, auditory, and electronic resources as follows: a. Collect and record bibliographic information b. Skim or scan for specific item c. Take accurate notes d. Paraphrase e. Put in logical order f. Outline g. Generalize h. Summarize without plagiarizing	3.26.1 As research is done, document stages of the research with notes, outline, and bibliographic information.

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.28 Apply more critical reading, writing, listening, and viewing skills to identify and define sequences, main ideas, relationships, and specific information in increasingly complex media.	3.28.1 Listen to an audiocassette describing a particular occupation and complete a chart about the occupation. Information on the chart might include special training necessary, salary, working conditions, and availability.
	3.28.2 View a documentary about an African country, outline the main ideas, and record them in sequential order.
	3.28.3 Apply critical viewing skills to identify strengths and weaknesses in television programs and film productions. Support the chosen position.
3.30 Compare and contrast points of view from at least two sources selected from print, visual, and auditory resources.	3.30.1 Collect newspaper and magazine articles, editorials, and political cartoons that show contrasting points of view about a particular local or national issue. Issues might include a new school board policy, a new town ordinance, or nuclear arms control. Discuss a point of view using the collected materials.
	3.30.2 Determine her/his personal opinion on a subject, do research to find out if other writers agree with the opinion. Write a summary of the information. Compare and contrast research with her/his personal opinion.
	3.30.3 Record on an audiocassette a television report of a major news story. Read the report of the same news event in the newspaper. Write a short paper comparing the two versions.

Grade Level: 7

Skills/Subject Area: Production and Presentation

COMPETENCY GOAL 4: The learner will design, produce, and/or select a variety of media formats to present information.

Objectives	Measures
4.7 Follow a specified procedure to produce materials that communicate information or ideas using the Six Step Process: a. Choose a topic b. Research c. Organize d. Script/Storyboard e. Produce f. Evaluate	4.7.1 Use information from classroom assignments to present informative and creative ideas through personally designed and produced media, such as audiocassettes, thermal transparencies, photographs, slides, sound/slide programs, videocassettes, computer programs or computerized graphic productions.

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 7 Skills/Subject Area: Enrichment

COMPETENCY GOAL 5: The learner will expand reading, listening, and viewing interests by using a variety of media for personal growth, vocational pursuits, and recreation.

Objectives	Measures
5.23 Use opportunities provided to select materials for pleasure and personal information as well as in conjunction with classroom assignments.	5.23.1 Media coordinator and teacher may choose to monitor leisure reading materials checked out by students. 5.23.2 Complete a required reading assignment on African folk tales and request other cultural books.
5.24 Discuss literary merits of classic titles and use opportunities provided for reading and viewing more selectively after being introduced to award-winning titles, classics, and other outstanding literary selections, such as: a. National Book Award b. Newbery Award	5.24.1 Use suggested reading lists when selecting books to read for pleasure. 5.24.2 Read a classic, write an essay explaining why the book has stood the "test of time." Share with the class.
5.25 Use opportunities provided to express and support opinions regarding literature read, as well as analyze literature, including plot, character, setting.	5.25.1 Participate in activities designed to allow for student expression of opinions, e.g., discussion groups, contests, activities, displays, or advertisements.

Skills/Subject Area: Enrichment

COMPETENCY GOAL 5: The learner will expand reading, listening, and viewing interests by using a variety of media for personal growth, vocational pursuits, and recreation.

Objectives	Measures
5.29 Demonstrate a concern for the rights of others.	5.29.1 Demonstrate respect for ownership rights and exhibit intellectual honesty.
	5.29.2 Work individually or in a group without disturbing those nearby.
	5.29.3 Elect to assist peers in using the media center.
	5.29.4 Formulate a list of "Do's" indicating proper care of and respect for the facility, materials, and equipment. Lists will be combined and posted in the media center.
	5.29.5 Return resources to proper location before leaving the media center.
5.31 Use opportunities provided to share knowledge in using the media center with others.	5.31.1 Serve as a guide during media center orientation for students enrolling at the school for the first time.
	5.31.2 Prepare and operate a videotape showing a "walk-through" of the media center.
5.32 Exhibit behavior that shows respect for media personnel, the facility, materials, and equipment.	5.32.1 Write and illustrate small "Friendly Reminders" indicating the proper care of an area of the facility, a type of material, a piece of equipment to be displayed in an area of the media center. (E.g., At the current periodical shelving: Did you remember to return your magazine to its proper place? The next student wishing to read it will have difficulty finding it, if you didn't.)

Grade Level: 7 Skills/Subject Area: Computer Awareness

COMPETENCY GOAL 6: The learner will demonstrate an understanding of computers, their operation, and their possible application to solving relevant problems.

Objectives	Measures
6.1 Explain how the size, cost, and use of a microcomputer differ from that of a minicomputer and a mainframe computer.	6.1.1 Given a chart of the general features of the three types of computers, verbally compare the major features (e.g., size, cost, memory, operations per second).
	6.1.2 On a written test, match the type of computer with the appropriate application (e.g., mainframe/census data).
	6.1.3 Use a collection of catalogs and computer advertisements to select and label an example of a mainframe, mini, or microcomputer and explain the selection.
6.2 Understand the uses of a computer to process data.	6.2.1 Given a noncomputerized data base (e.g., encyclopedia, telephone directory, or school's card catalog), explain how the data is stored and retrieved.
	6.2.2 Give an oral, written, or visual presentation on the advantages (speed, accuracy, quantity) resulting from using the computer to process data; relate these advantages to school (report cards, equipment inventory) and/or everyday use (police checks of license plate numbers).
	6.2.3 After studying a computerized data base (e.g., View a film on the subject, take a field trip to a facility using a computerized data base, or interview someone using the computer for the data base), prepare a bulletin board or report on the advantages of using the computer for the data base function researched.

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 8

Skills/Subject Area: Orientation and Organization

COMPETENCY GOAL 1: The learner will demonstrate a working knowledge of the media center's organization and the procedures required to use the center and its collections.

Objectives	Measures
1.11 Identify media personnel, locate and identify various areas of the media center, and adhere to media center policies.	1.11.1 Independently locate resources and check out materials. Ask for assistance when needed.
1.12 Define specialized media terms after being introduced to them, e.g., back issue, paraphrase, pseudonym.	1.12.1 Complete statements such as the following: When an author, such as Samuel Clemens, uses the fictitious name of Mark Twain for writing, this is called: a. pseudonym b. paraphrase c. citation d. alias
	1.12.2 Given two sets of cards, one with the definitions and the other with the terms, match the cards.
	1.12.3 Use correct terms when discussing or writing about a specific subject.

Skills/Subject Area: Orientation and Organization

COMPETENCY GOAL 1: The learner will demonstrate a working knowledge of the media center's organization and the procedures required to use the center and its collections.

Objectives	Measures
1.13 Locate and identify the school's media equipment.	1.13.1 Given a set of clues, identify media equipment. a. Uses a cassette tape. b. Has a pause control. c. Needs another piece of equipment in order to use it. d. Can use to record a television program. Points are scored according to the clue at which the correct answer is given, 4 points--clue 1 3 points--clue 2 2 points--clue 3 1 point--clue 4. 1.13.2 Follow instructions such as: Match the type of media with the media equipment: a. disk (1) video recorder b. filmstrip (2) overhead projector c. transparency (3) computer d. videotape (4) filmstrip projector

Skills/Subject Area: Orientation and Organization

COMPETENCY GOAL 1: The learner will demonstrate a working knowledge of the media center's organization and the procedures required to use the center and its collections.

Objectives	Measures
1.14 Locate and identify reference tools such as the following: a. CURRENT BIOGRAPHY b. BARTLETT'S FAMILIAR QUOTATIONS c. AMERICAN AUTHORS d. DICTIONARY OF AMERICAN BIOGRAPHY e. DICTIONARY OF AMERICAN HISTORY f. ATLAS OF AMERICAN HISTORY g. THE PEOPLE'S CHRONOLOGY: A YEAR-BY-YEAR RECORD OF HUMAN EVENTS FROM PREHISTORY TO THE PRESENT h. EBONY PICTORIAL HISTORY OF BLACK AMERICA i. NEGRO ALMANAC: A REFERENCE WORK ON THE BLACK AMERICAN	1.14.1 Gather relevant materials to create the reserve shelf for the class to use in completing an assignment. 1.14.2 Given numbered markers and a corresponding numbered list of titles, locate books and place the marker in the book pocket. 1.14.3 Write the title and call number for the following: a. A monthly publication with cumulative bound yearbooks containing direct biographical information on well-known people of the recent past and present.

Skills/Subject Area: Orientation and Organization

COMPETENCY GOAL 1: The learner will demonstrate a working knowledge of the media center's organization and the procedures required to use the center and its collections.

Objectives	Measures
j. STATISTICAL ABSTRACT OF THE U.S.	
k. OCEAN WORLD ENCYCLOPEDIA	
l. Peterson Field Guide Series	
m. North Carolina Atlas	
n. North Carolina Gazetteer	
o. Rhyming dictionary	
1.15 Locate and identify community resources useful for recreation, information, or school assignments.	1.15.1 Compile a list of community resources and the services they offer.
a. Chamber of Commerce	1.15.2 Answer questions such as the following: Where can you locate pamphlets, clippings, and other materials of an ephemeral nature?
b. museums	1.15.3 Contribute at least one community resource to the community resource file in the media center.
c. city and county offices	
d. historical societies	
e. historical sites	

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 8 Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.22 Use more advanced skills in reading, writing, listening, and viewing to find information in all curricular areas and for personal interest.	2.22.1 After listening to several oral histories recorded about a community in the area, write a short paper describing the community and its history. 2.22.2 After choosing a science topic, write a report using a minimum of three sources--one of which must be nonprint.
2.24 Follow oral and written instructions for using materials and equipment.	2.24.1 Media coordinator and teacher may observe students using materials and equipment. 2.24.2 Indicate whether the following statement is true or false: The proper sequence for using a filmstrip projector is as follows: a. Plug it in b. Insert the filmstrip c. Focus, using the smallest print d. Turn on the lamp 2.24.3 Given a resource and directions, complete the following assignment: Describe in specific detail the object and write directions for use so anyone will know what it is and how to use it.
2.26 Find specific information in special elements of materials such as bibliographies, footnotes, legends, and scales.	2.26.1 Write a short description of a particular county, based on information obtained from reading and interpreting legends on maps of North Carolina. 2.26.2 Complete the following exercise: Read about an author of your choice. Use an atlas to create a map of important places in her/his life. Make a legend explaining how and why each location is marked.

Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.29 Select and use print and nonprint materials that are accurate, authoritative, and current.	2.29.1 Select a topic from a list of current issues in health. Identify at least three sources of information in the media center. Note any differences in the information and chart these. Check publication dates, edition, authority of author or publisher, to determine the most accurate and current source of information. 2.29.2 Answer statements such as the following: List the names and addresses of the persons who represent your county in the state legislature. 2.29.3 Use the following list of resources to tell which would most likely have the most up-to-date coverage: a. A book entitled Maps of the Forties b. A filmstrip entitled "The 80's: A Glimpse of the First Half" c. A magazine article on "heart transplants" d. Newspaper article on new cancer research
2.30 Select and use materials based on an understanding of the finer distinctions among literary forms and genres: a. short story b. poetry	2.30.1 Given special properties of various forms of literature, correctly identify those that describe a short story and/or poetry. 2.30.2 Answer questions such as the following: Which of the following is a usual characteristic of a short story: a. single plot b. few characters c. builds toward one emotional response d. all of the above

Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.33 Select and use a combination of relevant material in a variety of formats and disciplines in developing a research topic.	2.33.1 Complete a research project using at least three different forms of media. 2.33.2 Complete the following search strategy: Research the following topic:_____. a. Use a thesaurus to find two synonyms for any key words in the topic. b. Use ABRIDGED READERS' GUIDE and cite three articles with full bibliographic information. c. Cite one book from the card catalog. Indicate title, author, call number, and copyright date. d. Cite three other references other than card catalog and ABRIDGED READERS' GUIDE for information about your topic.

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 8

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.22 Refine skills necessary for scanning and extracting relevant information from various features of print and nonprint media, e.g., photograph captions, paragraph headings, annotations.	3.22.1 Use only photograph captions and paragraph headings in encyclopedia articles and write as many factual statements as possible on a given topic. 3.22.2 Given annotations of major fiction works, identify as many of the elements of fiction as possible from the annotation (e.g., plot, character traits.
3.24 Use the card catalog more comprehensively as an index to print and nonprint resources by understanding and using: a. tracings b. content notes c. subheadings	3.24.1 Answer questions such as the following: If you were told to check the tracings, where and for what would you look? 3.24.2 Answer questions such as the following: Where would you look to find the titles included in FIFTY GREAT SHORT STORIES?
3.25 Use more sophisticated and diverse multimedia, selecting those best suited by their special properties and adapting them appropriately to complete assignments and produce projects.	3.25.1 Given a list of situations, indicate the best form of media to use to present information to the class. (E.g., To show the effects of erosion on the shoreline of North Carolina. To indicate the contributions of each major industry to the State's economy. To plan a trip to a historical site in the Piedmont region.) 3.25.2 Given a topic and a list of resources, select the three best resources and give reasons for her/his choices.

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.26 Gather, organize, and combine information from print, visual, auditory, and electronic resources.	3.26.1 Follow a prescribed procedure when making reports for classroom assignments. 3.26.2 Prepare an annotated bibliography on a specific curriculum topic. Include at least one item from print, audiovisual, and electronic resources.
3.28 Apply more critical reading, writing, listening, and viewing skills to identify and define sequences, main ideas, relationships, and specific information in increasingly complex media.	3.28.1 Listen to a North Carolina folktale; then list major events in the story in sequential order. 3.28.2 Read an article, circle the main idea, and underline the sentences that are details in each paragraph. 3.28.3 Prepare a time line for a current event.
3.30 Compare and contrast points of view from at least two sources selected from print, visual, and auditory resources.	3.30.1 Listen to a national television newscast and record main ideas in the major story. Then read a newspaper article covering the same story and record main ideas. Write a short paper comparing the two. 3.30.2 Compare the treatment of the same subject by several different authors. 3.30.3 Read a newspaper article and record main ideas. Read an account of the story in a weekly news magazine and record main ideas. Write a short paper and compare and contrast the main ideas.

Grade Level: 8

Skills/Subject Area: Production and Presentation

COMPETENCY GOAL 4: The learner will design, produce, and/or select a variety of media formats to present information.

Objectives	Measures
4.7 Follow a specified procedure to produce materials that communicate information or ideas using the Six Step Process: a. Choose a topic b. Research c. Organize d. Script/Storyboard e. Produce f. Evaluate	4.7.1 Use information from classroom assignments to present informative and creative ideas through personally designed and produced media, such as audiocassettes, thermal transparencies, photographs, slides, sound/slide programs, videocassettes, computer programs, or computerized graphic productions.

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 8 Skills/Subject Area: Enrichment

COMPETENCY GOAL 5: The learner will expand reading, listening, and viewing interests by using a variety of media for personal growth, vocational pursuits, and recreation.

Objectives	Measures
5.23 Use opportunities provided to select material for pleasure and personal information as well as in conjunction with classroom assignments.	5.23.1 Check out reading material for pleasure or to explore a personal interest.
5.24 Discuss literary merits of classic titles and use opportunities provided for reading and viewing more selectively after being introduced to award-winning titles, classics, and other outstanding literary selections, such as: a. O. Henry Short Story Award b. Newbery Award c. ALA Outstanding List for Young Adults	5.24.1 Participate in oral discussions about outstanding literary works. 5.24.2 Take part in a special lunch program monthly to view and discuss 16mm films or videotapes based on award-winning literature.

Skills/Subject Area: Enrichment

COMPETENCY GOAL 5: The learner will expand reading, listening, and viewing interests by using a variety of media for personal growth, vocational pursuits, and recreation.

Objectives	Measures
5.25 Use opportunities provided to express and support opinions regarding literature read, as well as analyze literature, including plot, character, and setting.	5.25.1 Participate in a monthly Book Club sponsored by the media center to share opinions and activities.
	5.25.2 Write a book review from a particular genre, e.g., mystery, science fiction, western, and submit to school and/or local newspaper for publication.
	5.25.3 Assume the role of the hero/heroine of a favorite book and defend the character's position in a presentation to the class.
5.29 Demonstrate respect and concern for the rights of others and exhibit intellectual honesty.	5.29.1 Work quietly without bothering other people.
	5.29.2 Cite sources used to prepare classroom assignments, and refrain from copying from an author's work without giving proper credit.
5.31 Use opportunities provided to share knowledge in using the media center with others.	5.31.1 Serve as a guide during media center orientation for students enrolling at the school for the first time.
	5.31.2 Prepare and operate a videotape showing a "walk-through" of the media center.
5.32 Exhibit behavior that shows respect for media personnel, facility, materials, and equipment.	5.32.1 Write and illustrate small "Friendly Reminders" indicating the proper care of an area of the facility, a type of material, a piece of equipment to be displayed in an area of the media center. (E.g., At the current periodical shelving: Did you remember to return your magazine to its proper place? The next student wishing to read it will have difficulty finding it, if you didn't.)

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 8 Skills/Subject Area: Computer Awareness

COMPETENCY GOAL 6: The learner will demonstrate an understanding of computers, their operation, and their possible application to solving relevant problems.

Objectives	Measures
6.1 Explain the impact of computers on public and private lives and the laws protecting privacy.	6.1.1 Given a list of computer activities (e.g., national security, banking), state why data privacy is important in each of these areas.
	6.1.2 List at least five data banks that contain personal information (e.g., credit bureau, driver's license, insurance, bank, doctor's office) and describe the purpose of each data bank.
	6.1.3 Given a specific topic (e.g., voting, census taking, retailing), write a paragraph or organize a skit about the impact of computers in that area in the present or in the future.
	6.1.4 Given a computer piracy example (unauthorized access of student records), write an editorial or design a poster supporting laws or legislation to protect personal privacy.
6.2 Demonstrate an increasing proficiency in the use of a data base program.	6.2.1 Given a particular topic and a predesigned input screen, collect and input data into the data base (e.g., TOPIC: North Carolina counties--CATEGORIES: name, population, geographical features).
	6.2.2 Make a back-up copy (diskette/cassette) of the data file containing the input data.
	6.2.3 Select, retrieve, and analyze data from the data file to create a visual display and/or to answer specific comparison questions (e.g., Create a bar graph that compares population data).

GRADES 9-12

Major Emphases

At the high school level, all library/media skills taught in previous years should be mastered by students, and advanced research skills using specialized reference tools should be acquired. Emphasis is given to acquiring skills in inquiry, analysis, organization, critical thinking, and problem-solving, using all forms of media at the students' disposal. Special emphasis is given to applying these skills in strengthening students' abilities to achieve academically or to function successfully in vocational pursuits.

As a result of experiences provided in the high school media program, students will be able to:

1. Acquire and assimilate all types of information in their total learning experience, thereby enhancing their ability to function as knowledgeable, informed productive citizens.

2. Use specialized reference sources to aid critical analysis.

3. Demonstrate intellectual integrity in accurately acknowledging and documenting ideas and information gained from other sources.

4. Produce more sophisticated audiovisual materials.

5. Appreciate the unique properties and contributions of a wide range of information sources.

6. Read discriminatingly for information and for pleasure.

7. Continue to use all types of libraries and other resources to identify and locate information necessary in their daily lives.

8. Use and enjoy diversified media for personal growth and recreation.

The numbering system for library/media skills is designed to allow the user to locate the same skill, where relevant, at several grade levels. This permits greater flexibility in selecting measures most appropriate for the wide range of student abilities. If a number is missing, the skill is not addressed at that grade level.

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 9

Skills/Subject Area: Orientation and Organization

COMPETENCY GOAL 1: The learner will demonstrate a working knowledge of the media center's organization and the procedures required to use the center and its collections.

Objectives	Measures
1.11 Identify media personnel, locate and identify various areas of the media center, and adhere to media center policies.	1.11.1 Demonstrate general knowledge of policies, location of materials, and circulation procedures, e.g., identify media center personnel by name and title; correctly check out books, magazines and other media; and correctly interpret forms (overdues, reserve notices). 1.11.2 Answer questions such as the following: What are your media center's policies regarding the following: a. hours b. loan period c. fines d. use of equipment 1.11.3 Answer questions such as the following: Which of the following could not be done in most school media centers? a. make a chart or map b. record a story on tape c. make a transparency d. make a phonograph record
1.12 Define specialized media terms after being introduced to them.	1.12.1 Give/receive information through the correct use of media terms. 1.12.2 Given a set of questions, select the appropriate term to fill in the blank. 1.12.3 Identify services and materials provided by information networks and electronic data bases.

Skills/Subject Area: Orientation and Organization

COMPETENCY GOAL 1: The learner will demonstrate a working knowledge of the media center's organization and the procedures required to use the center and its collections.

Objectives	Measures
1.14 Locate and identify: a. subject area encyclopedias b. subject area one-volume reference books c. foreign language and other specialized dictionaries d. other twentieth century biographical sources e. style manual f. microform and equipment	1.14.1 Given a list of topics, choose the most appropriate sources containing information on the topic. 1.14.2 Answer questions such as the following: To answer the following questions, you would need what type of reference work? a. What is the meaning of labor omnia vincit? b. What is the meaning of funky? 1.14.3 Given a list of one-volume reference books, locate them on the shelf and prepare notes on the work. (An oral drill can be used to determine if concise descriptions were listed.)
1.15 Locate and identify a range of public library media useful for recreation, information, or school assignments.	1.15.1 Use Information File, Community Resource File, local newspaper, telephone directory, and any other local sources to produce a project about local government, businesses, government agencies, churches, schools, type of geographical areas and homes, utilities, or transportation. 1.15.2 Use the Community Resource File to locate a person to speak on a current topic. 1.15.3 Complete an exercise such as the following: Design a worksheet for a visit to the public library that will represent known services of interest.

Skills/Subject Area: Orientation and Organization

COMPETENCY GOAL 1: The learner will demonstrate a working knowledge of the media center's organization and the procedures required to use the center and its collections.

Objectives	Measures
1.16 Locate and identify agencies, both public and private, that will be useful for recreation, personal and business interests, and/or school assignments.	1.16.1 Outline the steps to obtain the following: certified birth certificate, passport, tax forms, marriage license, automobile title, property deed, and death certificate.

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 9 Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.23 Demonstrate competency in the use of alphabetical order, subject headings, cross references, and guide words to find information in dictionaries, indexes, encyclopedias, and the card catalog.	2.23.1 Answer questions such as the following: The following information is given at the end of an article about solar energy in an encyclopedia. What does it mean? See Nuclear Power: Atomic science, The Atom: Bombs and Power 2.23.2 If the guide words on a dictionary page are SHORT and SHOULD, which of the following words would be on the same page? a. shoulder b. shore c. shorn d. shot
2.24 Follow oral and written instructions for using materials and equipment.	2.24.1 Demonstrate equipment operation to a peer or an instructor to be initialed on a checklist as completed. 2.24.2 Select appropriate materials to complete a specified assignment (can be observed by the instructor). 2.24.3 Answer statements such as the following: List the steps in sequence for using a microfiche reader. 2.24.4 List the directions for use or identify the hardware when given an information sheet with either a picture of the hardware of the directions for use.

Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.26 Find specific information in special elements of material such as bibliographies, footnotes, legends, and scales.	2.26.1 Demonstrate knowledge by labeling the parts of the entries when given bibliographic and footnotes entries. 2.26.2 Given a local map, complete the following activity: a. List the major routes in the center of town. b. Explain how to find places of importance in the town and list their location: (1) schools (2) hospitals (3) police station (4) major housing development 2.26.3 Given a properly footnoted article, answer questions such as: Why was a footnote used?

Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.29 Select and use print and nonprint materials that are accurate, authoritative, and current.	2.29.1 Given a topic, compile a list of the best sources and state the reasons for choices including accuracy, authoritativeness, and currentness. 2.29.2 Indicate whether the following statements are true or false: a. THE READERS' GUIDE is useful only for articles of historical nature. b. CURRENT BIOGRAPHY is a book that tells you what subject heading to look under in the card catalog. 2.29.3 Answer questions such as the following: Which of the following will probably have the most recent information available on a topic? a. encyclopedia b. book c. periodical d. filmstrip
2.30 Select and use materials based on an understanding of finer distinctions among forms and genres, such as short story, editorial, Western, comedy, and documentary.	2.30.1 After discussion of the characteristics of various literary forms and genres, identify the form when the instructor states a specific characteristic. 2.30.2 Answer questions such as the following: What is a documentary? Cite examples studied. 2.30.3 After being assigned a topic of interest, write about the subject using one of the literary forms as a vehicle of expression.

Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.31 Exhibit competency in selecting and using, for special reference needs, such sources as: a. periodical indexes, e.g., ABRIDGED READERS' GUIDE b. specialized reference sources, e.g., geographical and biographical dictionaries, scientific encyclopedias c. specialized periodicals (current and back issues), e.g., AMERICAN HERITAGE d. bibliographies	2.31.1 Identify the most appropriate, relevant reference sources for locating information on each topic on a given list of topics. 2.31.2 Answer questions such as the following: (True or False) The McGRAW-HILL ENCYCLOPEDIA OF SCIENCE is a scholarly treatment of pure and applied science. 2.31.3 Given a list of current subjects, identify the appropriate periodical that specializes in each subject. 2.31.4 Complete an exercise such as the following: Using periodicals, research the Missing Children's Act and Ike Andrews' involvement (if any). 2.31.5 Use current periodical indexes to list prominent people in politics, sports, and medicine.

Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.33 Select and use a combination of relevant materials in a variety of formats and disciplines when developing a research topic.	2.33.1 Given a topic and a list of types of reference sources and materials in a variety of formats, supply appropriate titles containing information on the topic.
	2.33.2 Complete the following exercise. Show all work. a. Choose a topic of interest. b. Define the topic. c. Formulate the research question and list the appropriate subject headings. d. List all steps and reference sources for "getting the information."

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 9

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.22 Refine skills necessary for scanning and extracting relevant information from various features of print and nonprint media, e.g., photograph captions, paragraph headings, annotations.	3.22.1 Skim and extract predetermined information when given a collection of resources. 3.22.2 Skim a book on a topic for research and respond to the following: List the steps to follow to check for relevant information before adding this book to your working bibliography.
3.25 Use more sophisticated and diverse multimedia, as appropriate, to complete assignments.	3.25.1 Select multimedia best suited by their special properties and adapt them appropriately to complete assignments. 3.25.2 Given a list of multimedia, identify their special properties and the type of information they are best used for.

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.26 Gather and organize information from print, visual, auditory, and electronic resources.	3.26.1 Follow the procedure below: a. List a topic of choice. b. List experiences and ideas. c. Develop a working outline.
a. collect and record bibliographic information	3.26.2 Indicate whether each sentence in a given list is specific or general.
b. skim or scan for specific item	3.26.3 Identify how specifics are used to support generalizations when given paragraphs from a unit being studied.
c. take accurate notes	3.26.4 Find and use appropriate resources for an assigned research question.
d. paraphrase	
e. put in logical order	
f. outline	
g. generalize	
h. summarize without plagiarizing	
3.28 Apply more critical reading, writing, listening, and viewing skills in identifying and defining sequences, main ideas, relationships, and specific information in increasingly complex media.	3.28.1 State or rewrite the main ideas when given paragraphs from a unit being studied. 3.28.2 List sequences of events, main ideas, and character development, afterviewing the film version of a short story or one act of a drama, e.g., ROMEO AND JULIET or "The Lady or the Tiger".

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.29 Identify and define biased and stereotyped presentations encountered in various media and recognize some obvious behavioral influences of mass media, e.g., national popularity of products promoted in clever television commercials.	3.29.1 Analyze similarities and differences of the techniques for promoting the product when given a series of advertisements for a product. 3.29.2 Write an advertisement for one of the following: resort hotel, food in the home, jewelry, or automobiles. Use the plain folks vs. snob appeal. 3.29.3 Have three groups each watch the evening news on CBS, NBC, or ABC, listening to the anchors'report on one major national event. Make a list of words that could be considered slanted. 3.29.4 Given a list of commercials, the programs sponsored, and the time of day of broadcast, state if there could be a relationship. Give reasons for answer. 3.29.5 Read a series of articles written by a news columnist and complete a tally sheet: Date of Column Fact Opinion 3.29.6 Examine brochures from automobile dealers and determine whether the brochures are "selling" or "telling." Sample questions: a. List five facts and five opinions in the brochure. b. List five kinds of words that are used to tempt you.

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.30 Compare and contrast points of view from at least two sources selected from print, visual, and auditory resources.	3.30.1 Read a novel and view a filmstrip or film with the same title. Compare and contrast points of view. 3.30.2 Examine an editorial cartoon and a related news story, then answer questions such as the following: a. Did the cartoonist, in your opinion, visually portray the news story accurately? Give reasons for your answer.

Grade Level: 9

Skills/Subject Area: Production and Presentation

COMPETENCY GOAL 4: The learner will design, produce, and/or select a variety of media formats to present information.

Objectives	Measures
4.7 Follow a specified procedure to produce materials that communicate information or ideas using the Six Step Process: a. choose a topic b. research c. organize d. script/Storyboard e. produce f. evaluate	4.7.1 Evaluate the finished product. 4.7.2 Indicate whether the following statement is true or false: Content and visual appeal are two important aspects of evaluation.
4.9 Present information and creative ideas through personally designed and produced media, such as: audiocassettes and tapes, thermal transparencies, photographs, slides, sound/slide programs, videotapes, computer programs, or computerized graphic productions.	4.9.1 Complete an audiovisual or graphic production assignment and present the completed product. 4.9.2 After completing research on an assigned or chosen topic, design an audiovisual presentation to communicate the information s/he found to others.

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 9 Skills/Subject Area: Enrichment

COMPETENCY GOAL 5: The learner will expand reading, listening, and viewing interests by using a variety of media for personal growth, vocational pursuits, and recreation.

Objectives	Measures
5.23 Use opportunities provided to select materials for pleasure and personal information as well as in conjunction with classroom assignments.	5.23.1 Visit media center during free time and use classroom time wisely in the media center by browsing and selecting recreational materials or materials to supplement class assignment.
5.24 Discuss literary merits of classic titles and use opportunities provided for reading and viewing more selectively after being introduced to award-winning titles, classics, and other outstanding literary selections, such as: a. Pulitzer Prize b. National Book Award c. O. Henry Short Story Award d. Tony Award e. Nebula Award f. Newbery Award g. ALA Outstanding List for Young Adults	5.24.1 After exposure to the criteria of good literature, select material for recreational reading and classroom assignments based on its literary merit. 5.24.2 Use opportunities provided, such as discussion groups and contests to express and support opinions regarding literature read, and to analyze plot, characters, and setting. 5.24.3 Write an advertisement or design a book jacket to promote a literary work. 5.24.4 Write a parody of a poem or a short literary work.

Skills/Subject Area: Enrichment

COMPETENCY GOAL 5: The learner will expand reading, listening, and viewing interests by using a variety of media for personal growth, vocational pursuits, and recreation.

Objectives	Measures
5.28 Use opportunites provided to apply critical viewing skills to determine strengths and weaknesses in television programs and film productions.	5.28.1 After reading a young adult novel and then viewing the film of the novel, analyze the film for character development, setting, tone, and mood.
5.29 Demonstrate respect for ownership rights and exhibit intellectual honesty.	5.29.1 Document research with bibliographic information and footnotes. 5.29.2 Demonstrate a concern for the rights of others, while performing study tasks in the media center, by working individually or in a group without disturbing those nearby. 5.29.3 Return borrowed materials and equipment in good condition. 5.29.4 Observe loan and overdue policies. 5.29.5 Demonstrate respect for display materials or student projects.
5.31 Use opportunities provided to share knowledge in using the media center with others.	5.31.1 Assist peers in locating materials. 5.31.2 Recommend materials previously read. 5.31.3 Serve as a guide for new student orientation. 5.31.4 Recommend materials for purchase to media coordinator.

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 9 Skills/Subject Area: Computer Awareness

COMPETENCY GOAL 6: The learner will demonstrate an understanding of computers, their operation, and their possible application to solving relevant problems.

Objectives	Measures
6.1 Demonstrate an understanding of computer copyright and software piracy issues.	6.1.1 Write an editorial or design a poster supporting the computer copyright laws.
	6.1.2 Participate in a round-table discussion or debate on software piracy, ownership rights, and user responsibilities.
6.2 Given the opportunity, select appropriate software for class and personal use.	6.2.1 Given a list of class assignments and a collection of computer software, select and describe the appropriate use of the software for that assignment.
	6.2.2 Given the generic name for a piece of software (e.g., data base, word processing, spreadsheet, CAI), cite several uses for the software and how it could be used to solve the relevant problems of a student.
	6.2.3 Design a promotional poster to sell a piece of software for a specific personal/home use.

Grade Level: 10

Skills/Subject Area: Orientation and Organization

COMPETENCY GOAL 1: The learner will demonstrate a working knowledge of the media center's organization and the procedures required to use the center, and its collections.

Objectives	Measures
1.17 Demonstrate knowledge of media center policies, location of materials, and circulation procedures.	1.17.1 View an orientation video or sound/slide presentation and correctly label location of areas when given a map of the media center. 1.17.2 Work in a group and produce a transparency depicting information about personnel, arrangement of facility, policies, or procedures. Each group will present information to class orally, using the transparency. 1.17.3 Conduct a walking tour for new students.
1.18 Define a comprehensive list of media terms after being introduced to them.	1.18.1 Complete statements such as the following: A piece of equipment that can record television programs for viewing later is a(n): a. audiocassette recorder b. videocassette recorder c. filmstrip projector d. microfiche reader/printer

Skills/Subject Area: Organization and Orientation

COMPETENCY GOAL 1: The learner will demonstrate a working knowledge of the media center's organization and the procedures required to use the center, and its collections.

Objectives	Measures
1.19 Locate and identify reference tools needed for personal information and to complete classroom	1.19.1 Locate, record the call number, and state major topics covered in each book when given a list of specified reference books.
	1.19.2 Select from a choice of three books, the correct one to answer a given question. Locate the book and answer the question, for example: The biography of a World War I general may be found in: a. DICTIONARY OF AMERICAN BIOGRAPHY b. CURRENT BIOGRAPHY c. READERS' GUIDE TO PERIODICAL LITERATURE
1.20 Locate and identify community resources such as the public library and other special library reference resources.	1.20.1 Use Community Resource File to identify local residents who could share cultural information with the class.
	1.20.2 Outline steps to obtain the following: certified birth certificate, passport, tax forms, marriage license, automobile title, property deed, and death certificate.

Grade Level: 10 Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.34 Exhibit greater competency in reading, listening, and viewing by isolating and extracting increasingly specialized information from all components of print and nonprint media.	2.34.1 After listening to a news simulation of an actual event in United States History, write a newspaper article reporting on the event. 2.34.2 After reading a short story, list and describe the characters. 2.34.3 View a series of pictures depicting life in a castle during the Middle Ages. Write several statements about how people lived during that time. 2.34.4 After research, describe what her/his town was like during the Vietnam War. Consider industry, attitudes of people, population, and political personalities.
2.36 Follow oral and written instructions for using materials and equipment, independently.	2.36.1 Perform a task in prescribed order after reviewing a specific set of oral instructions. 2.36.2 After reading the guide for using a periodical index, and being given an example of an entry, answer questions such as the following: a. What is the subject? b. What is the part of the entry that indicates the volume number? c. Where can additional information be found on the subject?

Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.41 Show increased proficiency in using the following evaluative criteria when selecting and using print and nonprint materials: level of difficulty, relevance, accuracy, authoritativeness, authenticity, and advantages of format.	2.41.1 Select the best source for answering a question when given three sources from which to choose. Consider the following points about each source: a. How difficult was it to find the answer? b. Was the language understandable? c. Was the print easy to read? d. Is the author an authority in the field? 2.41.2 Answer questions such as the following: You have been asked to research a very current topic. Which group of resources would be best to check? a. periodicals and Information File b. encyclopedias and filmstrips c. recordings and books d. periodicals and dictionaries Which of the following would be <u>least</u> helpful in gathering information about the future of home computers. a. encyclopedia b. READERS' GUIDE TO PERIODICAL LITERATURE c. an interview with a computer company representative d. the Information File

Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.42 Select and use materials based on an understanding of finer distinctions among literary forms: a. satire b. critical essay c. sonnet	2.42.1 After discussion of the characteristics of a satire, read a satire and identify passages that exemplify the characteristics. 2.42.2 Complete statements such as the following: A fixed verse form consisting of fourteen lines that are typically five-foot iambics rhyming according to a prescribed scheme is a/an: a. sonnet b. epic c. satire d. ode Clearly state the meaning of each of the following two terms in such a way as to make plain the difference between the two: a. editorial and critical essay b. sonnet and ode

Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.43 Show capability in selecting and using a comprehensive range of research tools.	2.43.1 Given a series of task cards on current scientific topics and a checksheet of sources, identify the most appropriate source for each topic (coordinate this assignment with the biology teacher).
	2.43.2 Given an activity sheet about careers, identify a designated number of sources containing career information. If the career requires a college degree, these sources will be identified (coordinate with vocational education teachers or guidance counselors). From a checklist identify sources for developing a research project on humanities topics in American literature and United Stated History (coordinate assignment with English and history teachers).
	2.43.3 From a checklist of reference materials, identify sources for developing research topics related to English literature (coordinate with English teacher).
2.44 Evaluate important issues with increased critical skills by selecting and using a variety of current periodicals expressing different viewpoints.	2.44.1 Use two periodicals and determine the similarities and differences in the treatment of a current topic.
	2.44.2 Locate and identify contrasting views of a current political issue in current periodicals (coordinate with history teachers).
	2.44.3 Locate articles in current periodicals expressing the same viewpoint on a current issue.

Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.45 Show proficiency in selecting and using a combination of materials in a variety of formats and disciplines related to a specific topic.	2.45.1 Prepare a bibliography on a given topic that includes specific kinds of resources such as: a multi-volume reference book, a single-volume reference book, a nonfiction book from the regular collection, Information File materials, a visual source, a sound source.
	2.45.2 Select an author and prepare a bibliography of materials about her/his life, works, and critical works dealing with her/his writing available in the media center.

Grade Level: 10 Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.33 Refine skills necessary for scanning and extracting relevant information from various features of print and nonprint media, e.g., photograph captions, paragraph headings, annotations.	3.33.1 Given topics in a historical period, complete a browsing activity using interdisciplinary resources, e.g., medieval period--weaponry; sources in 900s, 600s, and 300s.
	3.33.2 Identify the parts of a given article from a periodical that assist in scanning and extracting information.
	3.33.3 When preparing for the major research project, and given examples of various formats, extract predetermined information.

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.36 Use more sophisticated and diverse multimedia, selecting those best suited by their special properties and adapting them appropriately to complete assignments and produce projects.	3.36.1 Answer questions such as the following: Which reference book would be best to find a biography of the American author Sinclair Lewis? a. TWENTIETH CENTURY AUTHORS b. ENCYCLOPEDIA AMERICANA c. BARTLETT'S FAMILIAR QUOTATIONS d. OXFORD COMPANION TO AMERICAN LITERATURE Which group of words indicates a type of resource you would NOT find in a school media center? a. films, filmstrips, transparencies b. records, tapes, television c. birth records, attendance reports d. books, newspapers, magazines 3.36.2 Demonstrate knowledge that current information can be found in periodicals by correctly selecting appropriate sources. 3.36.3 Given a research topic requiring a large number and variety of resources, demonstrate knowledge of media resources by selecting those that best support the topic.

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.37 Demonstrate greater independence in applying research skills needed to gather and organize information properly for written, oral, and multimedia presentation, as follows: a. Collect and record bibliography information b. Skim or scan for specified items c. Take accurate notes d. Paraphrase e. Put in logical order f. Outline g. Generalize h. Summarize without plagiarizing	3.37.1 Use the card catalog more comprehensively as an index to print and nonprint resources. 3.37.2 Follow instructions such as: Use these sentences to answer the questions below: Feeding a sick dog is a personal matter and can be decided only by the condition of the patient. A feeding program must be recommended by your veterinarian after diagnosis of the disease. In the sentences above, what is the main idea or key phrase? a. condition of the patient b. feeding a sick dog c. a personal matter d. diagnosis of the disease In the sentences above, what does the word "patient" in the first sentence refer to? a. the veterinarian b. the dog's owner c. the dog d. the disease 3.37.3 Demonstrate research skills by paraphrasing, generalizing, and summarizing without plagiarizing. 3.37.4 Demonstrate research skills by doing research and crediting all sources by footnoting and recording all bibliographical information.

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
	3.37.5 Given a current, highly controversial issue in chemistry, e.g., nuclear power plants, industrial wastes, environmental impact of herbicides, and food additives), determine its positive and negative effects on human life. Write a short paper relating findings. Identify the source(s) giving the most positive effects and the source(s) giving the most negative effects.
3.38 Combine selected data from a variety of complex media in concluding an in-depth research paper, crediting ideas as well as specific facts in complete footnotes and bibliographies conforming to an authoritative style manual.	3.38.1 Complete a research project to the satisfaction of the classroom teacher and the media coordinator. This project should include information taken from a variety of media and should conform with a selected style manual. (Must be coordinated with classroom teacher and correlated with regular classroom work.)
3.40 Identify and define more subtle forms of propaganda and bias in mass media, e.g., the strategic location and length of front page news stories to support a particular editorial viewpoint.	3.40.1 Answer questions such as the following: If an article concerning women's rights issues appears on the front page of a newspaper and is located at the bottom left corner, what is the probable attitude of the newspaper toward women's rights? a. solidly in favor b. totally against c. has no feelings one way or another d. probably not in favor.

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.41 Compare and contrast points of view from several sources and diverse formats.	3.41.1 Follow instructions such as: Read current articles from U.S. NEWS AND WORLD REPORT and NEWSWEEK about the economy and list the following: a. points of agreement b. points of disagreement c. identify the magazine that is the more conservative of the two.
	3.41.2 Review a news story covered in TIME, NEWSWEEK, and U.S. NEWS AND WORLD REPORT during a given week. Design and complete a chart comparing the stories in the three periodicals. Include items such as: authoritativeness, political leanings, and anticipated reaction.

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 10

Skills/Subject Area: Production and Presentation

COMPETENCY GOAL 4: The learner will design, produce, and/or select a variety of media formats to present information.

Objectives	Measures
4.10 Produce materials that communicate information or ideas using the Six Step Process: a. Choose a topic b. Research c. Organize d. Script/storyboard e. Produce f. Evaluate	4.10.1 Answer questions such as the following: What are the six steps in producing a slide/tape program? 4.10.2 Answer questions such as the following: You have been given the assignment to produce a videotape on the topic of conservation of water resources. What is the first, second, and last thing that must be done in order to complete the process?
4.12 Present information and creative ideas through personally designed and produced media, such as: audiocassettes and tapes, thermal transparencies, photographs, slides, sound/slide programs, videotapes, computer programs, or computerized graphic production.	4.12.1 Given the assignment to report to the class on a selected topic, choose an appropriate medium and prepare a presentation that indicates understanding of the process and the best medium for achieving the desired result.

Grade Level: 10 Skills/Subject Area: Enrichment

COMPETENCY GOAL 5: The learner will expand reading, listening, and viewing interests by using a variety of media for personal growth, vocational pursuits, and recreation.

Objectives	Measures
5.34 Use opportunites provided to select materials for pleasure and personal information as well as in conjunction with classroom assignments.	5.34.1 Media coordinator and teacher may choose to observe students checking out leisure reading materials.
5.35 Discuss literary merits of classic titles and use opportunities provided for reading and viewing more selectively after being introduced to award-winning titles, classics and other outstanding literary selections, such as: a. Pulitzer Prize winners b. National Book Award c. O. Henry Short Story Award d. Tony Award e. Nebula Award f. Newbery Award h. ALA Outstanding List for Young Adults	5.35.1 Use opportunities such as discussion groups contests, or activities to express and support opinions regarding literature read, as well as to analyze literature, including plot, character, and setting. 5.35.2 After exposure to the merits of good literature, select materials for recreational reading and classroom assignments based on its literary merit. 5.35.3 After reading diverse forms of literature that use the same theme or plot, discuss the similarities in developing the theme and the limitations imposed by the literary form.

Skills/Subject Area: Enrichment

COMPETENCY GOAL 5: The learner will expand reading, listening, and viewing interests by using a variety of media for personal growth, vocational pursuits, and recreation.

Objectives	Measures
5.38 Use opportunities provided to browse through current newspapers, magazines, books, paperbacks, and other media.	5.38.1 Teacher and media coordinator may choose to observe students using such materials.
5.39 Use opportunities provided to apply critical viewing skills to determine strengths and weaknesses in television programs and film productions.	5.39.1 Compare two television programs of a similar type. 5.39.2 Read a novel and compare it with a film made from the novel. 5.39.3 After producing a class video program, evaluate the degree to which it communicates the intended message.
5.40 Demonstrate respect for ownership rights and exhibit intellectual honesty.	5.40.1 Demonstrate awareness of author's rights by correct use of footnotes and bibliographical information. 5.40.2 Demonstrate awareness of copyright laws by not plagiarizing printed material, xeroxing multiple copies of printed material, or copying cassettes or records. 5.40.3 Demonstrate awareness of copyright laws by not copying commercial TV or microcomputer programs. 5.40.4 Demonstrate a concern for the rights of others, while performing study tasks in the media center, by working individually or in a group without disturbing those nearby.

Skills/Subject Area: Enrichment

COMPETENCY GOAL 5: The learner will expand reading, listening, and viewing interests by using a variety of media for personal growth, vocational pursuits, and recreation.

Objectives	Measures
5.42 Use opportunities provided to share knowledge about using the media center with others.	5.42.1 Assist peers in locating materials and operating equipment.
	5.42.2 Inform and/or remind teachers or peers about media center services or materials.
	5.42.3 Recommend specific materials to peers for recreational reading or for research.

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 10 Skills/Subject Area: Computer Awareness

COMPETENCY GOAL 6: The learner will demonstrate an understanding of computers, their operation, and their possible application to solving relevant problems.

Objectives	Measures
6.1 Identify examples and analyze the societal impact of advanced computer technology, e.g., robotics, voice emulation,artificial intelligence, interactive video.	6.1.1 Collect articles from magazines, newspapers, and catalogs on advanced computer technology and organize by types of technology for a class display or individual current events report. Report or contribute to Information File in the media center.
	6.1.2 Prepare an editorial newscast to report on the contents of selected articles about advanced computer technology.

LIBRARY/MEDIA and COMPUTER SKILLS

Grade Level: 11 Skills/Subject Area: Orientation and Organization

COMPETENCY GOAL 1: The learner will demonstrate a working knowledge of the media center's organization and the procedures required to use the center and its collections.

Objectives	Measures
1.17 Demonstrate knowledge of media center policies, location of materials, and circulation procedures.	1.17.1 View an orientation video or sound/slide presentation and correctly label location of areas when given a map of the media center.
	1.17.2 Work in a group and produce a transparency depicting information about personnel, arrangement of facility, policies, or procedures. Each group will present information to class orally, using the transparency.
	1.17.3 Conduct a walking tour for new students.
1.18 Define a comprehensive list of media terms after being introduced to them.	1.18.1 Complete statements such as the following: A piece of equipment that can record television programs for viewing later is a(n): a. audiocassette recorder b. videocassette recorder c. filmstrip projector d. microfiche reader/printer A publication issued as one of a consecutively numbered and indefinitely continued series is: a. serial b. series c. precis d. nonfiction book

Skills/Subject Area: Organization and Orientation

COMPETENCY GOAL 1: The learner will demonstrate a working knowledge of the media center's organization and the procedures required to use the center and its collections.

Objectives	Measures
1.19 Locate and identify reference tools needed for personal information and to complete classroom assignments.	1.19.1 Locate, record the call number, and state major topics covered in each book when given a list of specified reference titles.
	1.19.2 Select from a choice of three books, the correct one to answer a given question. Locate the book and answer the question, for example: The biography of a World War I general may be found in: a. DICTIONARY OF AMERICAN BIOGRAPHY b. CURRENT BIOGRAPHY c. READERS' GUIDE TO PERIODICAL LITERATURE
1.20 Locate and identify community resources such as the public library and other special library reference resources.	1.20.1 Use Community Resource File to identify local residents who could share cultural information with the class.
	1.20.2 Outline steps to obtain the following: certified birth certificate, passport, tax forms, marriage license, automobile title, property deed, and death certificate.

LIBRARY/MEDIA and COMPUTER SKILLS

Grade Level: 11 Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.34 Exhibit greater competency in reading, listening, and viewing by isolating and extracting increasingly specialized information from all components of print and nonprint media.	2.34.1 After listening to a news simulation of an actual event in United States History, write a newspaper article reporting on the event. 2.34.2 After reading a short story, list and describe the characters. 2.34.3 View a series of pictures depicting life in a castle during the Middle Ages. Write several statements about how people lived during this time. 2.34.4 After research, describe what her/his town was like during the Vietnam War. Consider industry, attitudes of people, population, and political personalities.
2.36 Follow oral and written instructions for using materials and equipment, independently.	2.36.1 Perform a task in prescribed order after reviewing a specific set of oral instructions. 2.36.2 After reading the guide for using a periodical index and being given an example of an entry, answer questions such as the following: a. What is the subject? b. What is the part of the entry that indicates the volume number? c. Where can additional information be found on the subject?

Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.41 Show increased proficiency in using the following evaluative criteria when selecting and using print and nonprint materials: level of difficulty, relevance, accuracy, authoritativeness, authenticity, and advantages of format.	2.41.1 Select the best source for answering a question when given three sources from which to choose. Consider the following points about each source: a. How difficult was it to find the answer? b. Was the language understandable? c. Was the print easy to read? d. Is the author an authority in the field? 2.41.2 Answer questions such as the following: You have been asked to research a very current topic. Which group of resources would be best to check? a. periodicals and Information File b. encyclopedias and filmstrips c. recordings and books d. periodicals and dictionaries Which of the following would be <u>least</u> helpful in gathering information about the future of home computers. a. encyclopedia b. READERS' GUIDE TO PERIODICAL LITERATURE c. an interview with a computer company representative d. the Information File

Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.42 Select and use materials based on an understanding of finer distinctions among literary forms: a. satire b. critical essay c. sonnet	2.42.1 After discussion of the characteristics of a satire, read a satire and identify passages that exemplify the characteristics. 2.42.2 Complete Statements such as the following: A fixed verse form consisting of fourteen lines that are typically five-foot iambics rhyming according to a prescribed scheme is a/an: a. sonnet b. epic c. satire d. ode Clearly state the meaning of each of the following two terms in such a way as to make plain the difference between the two: a. editorial and critical essay b. sonnet and ode

Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.43 Show capability in selecting and using a comprehensive range of research tools.	2.43.1 Given a series of task cards on current scientific topics and a checksheet of sources, identify the most appropriate source for each topic (coordinate this assignment with the biology teacher).
	2.43.2 Given an activity sheet about careers, identify a designated number of sources containing career information. If the career requires a college degree, these sources will be identified (coordinate with vocational education teachers or guidance counselors). From a checklist identify sources for developing a research project on humanities topics in American literature and United States History (coordinate assignment with English and history teachers).
	2.43.3 From a checklist of reference materials, identify sources for developing research topics related to English literature (coordinate with English teacher).
2.44 Evaluate important issues with increased critical skills through selecting and using a variety of current periodicals expressing different viewpoints.	2.44.1 Use two periodicals and determine the similarities and differences in the treatment of a current topic.
	2.44.2 Locate and identify contrasting views of a current political issue in current periodicals (coordinate with history teachers).
	2.44.3 Locate articles in current periodicals expressing the same viewpoint on a current issue.

Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.45 Show proficiency in selecting and using a combination of materials in a variety of formats and disciplines related to a specific topic.	2.45.1 Prepare a bibliography on a given topic topic that includes specific kinds of resources such as: a multi-volume reference book, a single-volume reference book, a nonfiction book from the regular collection, Information File materials, a visual source, a sound source.
	2.45.2 Select an American author and prepare a bibliography of materials about her/his life, works, and critical works dealing with her/his writing available in the media center.

LIBRARY/MEDIA and COMPUTER SKILLS

Grade Level: 11 Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.33 Refine skills necessary for scanning and extracting relevant information from various features of print and nonprint media, e.g., photograph captions, paragraph headings, annotations.	3.33.1 Given topics in a historical period, complete a browsing activity using interdisciplinary resources, e.g., medieval period--weaponry; sources in 900s, 600s, and 300s.
	3.33.2 Identify the parts of a given article from a periodical that assist in scanning and extracting information.
	3.33.3 When preparing for the major research project, and given examples of various formats, extract predetermined information.

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.36 Use more sophisticated and diverse multimedia, selecting those best suited by their special properties and adapting them appropriately to complete assignments and produce projects.	3.36.1 Answer questions such as the following: Which reference book would be best to find a biography of the American author Sinclair Lewis? a. TWENTIETH CENTURY AUTHORS b. ENCYCLOPEDIA AMERICANA c. BARTLETT'S FAMILIAR QUOTATIONS d. OXFORD COMPANION TO AMERICAN LITERATURE Which group of words indicates a type of resource you would NOT find in a school media center? a. films, filmstrips, transparencies b. records, tapes, television c. birth records, attendance reports d. books, newspapers, magazines 3.36.2 Demonstrate knowledge that current information can be found in periodicals by correctly selecting appropriate sources. 3.36.3 Given a research topic requiring a large number and variety of resources, demonstrate knowledge of media resources by selecting those that best support the topic.

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.37 Demonstrate greater independence in applying research skills needed to gather and organize information properly for written, oral, and multimedia presentation, as follows: a. Collect and record bibliographic information b. Skim or scan for specified items c. Take accurate notes d. Paraphrase e. Put in logical order f. Outline g. Generalize h. Summarize without plagiarizing	3.37.1 Use the card catalog more comprehensively as an index to print and nonprint resources. 3.37.2 Use these sentences to answer the questions below: Feeding a sick dog is a personal matter and can be decided only by the condition of the patient. A feeding program must be recommended by your veterinarian after diagnosis of the disease. In the sentences above, what is the main idea or key phrase? a. condition of the patient b. feeding a sick dog c. a personal matter d. diagnosis of the disease In the sentences above, what does the word "patient" in the first sentence refer to? a. the veterinarian b. the dog's owner c. the dog d. the disease 3.37.3 Demonstrate research skills by paraphrasing, generalizing, and summarizing without plagiarizing. 3.37.4 Demonstrate research skills by doing research and crediting all sources by footnoting and recording all bibliographical information.

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
	3.37.5 Given a current, highly controversial issue in chemistry (e.g., nuclear power plants, industrial wastes, environmental impact of herbicides, and food additives), determine its positive and negative effects on human life. Write a short paper relating findings. Identify the source(s) giving the most positive effects and the source(s) giving the most negative effects.
3.38 Combine selected data from a variety of complex media in concluding an in-depth research paper, crediting ideas as well as specific facts in complete footnotes and bibliographies conforming to an authoritative style manual.	3.38.1 Complete a research project to the satisfaction of the classroom teacher and the media coordinator. This project should include information taken from a variety of media and should conform with a selected style manual. (Must be coordinated with classroom teacher and correlated with regular classroom work.)
3.40 Identify and define more subtle forms of propaganda and bias in mass media--e.g., the strategic location and length of front page news stories to support a particular editorial viewpoint.	3.40.1 Answer questions such as the following: If an article concerning women's rights issues appears on the front page of a newspaper and is located at the bottom left corner, what is the probable attitude of the newspaper toward women's rights? a. solidly in favor b. totally against c. has no feelings one way or another d. probably not in favor.

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.41 Compare and contrast points of view from several sources and diverse formats.	3.41.1 Read current articles from U.S. NEWS AND WORLD REPORT and NEWSWEEK about the economy and list the following: a. points of agreement b. points of disagreement c. identify the magazine that is the more conservative of the two.
	3.41.2 Review a news story covered in TIME, NEWSWEEK, and U.S. NEWS AND WORLD REPORT during a given week. Design and complete a chart comparing the stories in the three periodicals. Include items such as: authoritativeness, political leanings, and anticipated reaction.

LIBRARY/MEDIA and COMPUTER SKILLS

Grade Level: 11

Skills/Subject Area: Production and Presentation

COMPETENCY GOAL 4: The learner will design, produce, and/or select a variety of media formats to present information.

Objectives	Measures
4.10 Produce materials that communicate information or ideas using the Six Step Process: a. Choose a topic b. Research c. Organize d. Script/Storyboard e. Produce f. Evaluate	4.10.1 Answer questions such as the following: What are the six steps in producing a slide/tape program? 4.10.2 Answer questions such as the following: You have been given the assignment to produce a videotape on the topic of conservation of water resources. What is the first, second, and last thing that must be done in order to complete the process?
4.12 Present information and creative ideas through personally designed and produced media, such as: audiocassettes and tapes, thermal transparencies, photographs, slides, sound/slide programs, videotapes, computer programs or computerized graphic productions.	4.12.1 Given the assignment to report to the class on a selected topic, choose an appropriate medium and prepare a presentation that indicates understanding of the process and the best medium for achieving the desired result.

LIBRARY/MEDIA and COMPUTER SKILLS

Grade Level: 11 Skills/Subject Area: Enrichment

COMPETENCY GOAL 5: The learner will expand reading, listening, and viewing interests by using a variety of media for personal growth, vocational pursuits, and recreation.

Objectives	Measures
5.34 Use opportunites provided to select materials for pleasure and personal information as well as in conjunction with classroom assignments.	5.34.1 Media coordinator and teacher may choose to observe students checking out leisure reading materials.
5.35 Discuss literary merits of classic titles and use opportunities provided for reading and viewing more selectively after being introduced to award-winning titles, classics and other outstanding literary selections, such as: a. Pulitzer Prize winners b. National Book Award c. O. Henry Short Story Award d. Tony Award e. Nebula Award f. Newbery Award g. ALA Outstanding List for Young Adults	5.35.1 Use opportunities such as discussion groups, contests, or activities to express and support opinions regarding literature read, as well as to analyze literature, including plot, character, and setting. 5.35.2 After exposure to the merits of good literature, select materials for recreational reading and classroom assignments based on their literary merit. 5.35.3 After reading diverse forms of literature that use the same theme or plot, discuss the similarities in developing the theme and the limitations imposed by the literary form.

Skills/Subject Area: Enrichment

COMPETENCY GOAL 5: The learner will expand reading, listening, and viewing interests by using a variety of media for personal growth, vocational pursuits, and recreation.

Objectives	Measures
5.38 Use opportunities provided to browse through current newspapers, magazines, books, paperbacks, and other media.	5.38.1 Teacher and media coordinator may choose to observe students using such materials.
5.39 Use opportunities provided to apply critical viewing skills to determine strengths and weaknesses in television programs and film productions.	5.39.1 Compare two television programs of a similar type. 5.39.2 Read a novel and compare it with a film made from the novel. 5.39.3 After producing a class video program, evaluate the degree to which it communicated the intended message.
5.40 Demonstrate respect for ownership rights and exhibit intellectual honesty.	5.40.1 Demonstrate awareness of author's rights by correct use of footnotes and bibliographical information. 5.40.2 Demonstrate awareness of copyright laws by not plagiarizing printed material, xeroxing multiple copies of printed material, or copying cassettes or records. 5.40.3 Demonstrate awareness of copyright laws by not copying commercial TV or microcomputer programs. 5.40.4 Demonstrate a concern for the rights of others, while performing study tasks in the media center, by working individually or in a group without disturbing those nearby.

Skills/Subject Area: Enrichment

COMPETENCY GOAL 5: The learner will expand reading, listening, and viewing interests by using a variety of media for personal growth, vocational pursuits, and recreation.

Objectives	Measures
5.42 Use opportunities provided to share knowledge about using the media center with others.	5.42.1 Assist peers in locating materials and operating equipment.
	5.42.2 Inform and/or remind teachers or peers about media center services or materials.
	5.42.3 Recommend specific materials to peers for recreational reading or for research.

LIBRARY/MEDIA and COMPUTER SKILLS

Grade Level: 11 Skills/Subject Area: Computer Awareness

COMPETENCY GOAL 6: The learner will demonstrate an understanding of computers, their operation, and their possible application to solving relevant problems.

Objectives	Measures
6.1 Explain the appropriate use of and the procedure for accessing on-line reference services.	6.1.1 State on a written test what basic computer hardware and software is needed to access an on-line reference service.
	6.1.2 Given a description of various data bases of an on-line reference service, select the specific data base to use to retrieve information on a stated topic in order to share in a class discussion or on a written test.
	6.1.3 Develop a chart for the procedural steps to access on-line reference services.

LIBRARY/MEDIA AND COMPUTER SKILLS

Grade Level: 12

Skills/Subject Area: Orientation and Organization

COMPETENCY GOAL 1: The learner will demonstrate a working knowledge of the media center's organization and the procedures required to use the center and its collections.

Objectives	Measures
1.17 Demonstrate knowledge of media center policies, location of materials, and circulation procedures.	1.17.1 View an orientation video or sound/slide presentation and correctly label location of areas when given a map of the media center.
	1.17.2 Work in a group and produce a transparency depicting information about personnel, arrangement of facility, policies, or procedures. Each group will present information to class orally, using the transparency.
	1.17.3 Conduct a walking tour for new students.
1.18 Define a comprehensive list of media terms after being introduced to them.	1.18.1 Complete statements such as the following: A piece of equipment that can record television programs for viewing later is a(n): a. audiocassette recorder b. videocassette recorder c. filmstrip projector d. microfiche reader/printer A publication issued as one of a consecutively numbered and indefinitely continued series is: a. serial b. series c. precis d. nonfiction book

Skills/Subject Area: Organization and Orientation

COMPETENCY GOAL 1: The learner will demonstrate a working knowledge of the media center's organization and the procedures required to use the center and its collections.

Objectives	Measures
1.19 Locate and identify reference tools needed for personal information and to complete classroom assignments.	1.19.1 Locate, record the call number, and state major topics covered in each book when given a list of specified reference titles.
	1.19.2 Select from a choice of three books, the correct one to answer a given question. Locate the book and answer the qustion, e.g., The biography of a World War I general may be found in: a. DICTIONARY OF AMERICAN BIOGRAPHY b. CURRENT BIOGRAPHY c. READERS' GUIDE TO PERIODICAL LITERATURE
1.20 Locate and identify community resources such as the public library and other special library reference resources.	1.20.1 Use Community Resource File to identify local residents who could share cultural information with class.
	1.20.2 Given a list of call numbers, identify those that are Dewey Decimal classification numbers and those that are Library of Congress classification numbers.

Grade Level: 12 Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.34 Exhibit greater competency in reading, listening, and viewing by isolating and extracting increasingly specialized information from all components of print and nonprint media.	2.34.1 After listening to a news simulation of an actual event in United States History, write a newspaper article reporting on the event. 2.34.2 After reading a short story, list and describe the characters. 2.34.3 View a series of pictures depicting life in a castle during the Middle Ages. Write several statements about how people lived during this time. 2.34.4 After research, describe what her/his town was like during the Vietnam War. Consider industry, attitudes of people, population, political personalities.
2.36 Follow oral and written instructions for using materials and equipment, independently.	2.36.1 Perform a task in prescribed order after reviewing a specific set of oral instructions. 2.36.2 After reading the guide for a periodical index, and being given an example of an entry, answer questions such as the following: a. What is the subject? b. What is the part of the entry that indicates the volume number? c. Where can additional information be found on the subject?

Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.41 Show increased proficiency in using the following evaluative criteria when selecting and using print and nonprint materials: level of difficulty, relevance, accuracy, authoritativeness, authenticity, and advantages of format.	2.41.1 Select the best source for answering a question when given three sources from which to choose. Consider the following points about each source: a. How difficult was it to find the answer? b. Was the language understandable? c. Was the print easy to read? d. Is the author an authority in the field? 2.41.2 Answer questions such as the following: You have been asked to research a very current topic. Which group of resources would be best to check? a. periodicals and Information File b. encyclopedias and filmstrips c. recordings and books d. periodicals and dictionaries Which of the following would be <u>least</u> helpful in gathering information about the future of home computers. a. encyclopedia b. READERS' GUIDE TO PERIODICAL LITERATURE c. an interview with a computer company representative d. the Information File

Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.42 Select and use materials based on an understanding of finer distinctions among literary forms: a. satire b. critical essay c. sonnet	2.42.1 After discussion of the characteristics of a satire, read a satire and identify passages that exemplify the characteristics. 2.42.2 Complete statements such as the following: A fixed verse form consisting of fourteen lines that are typically five-foot iambics rhyming according to a prescribed scheme is a/an: a. sonnet b. epic c. satire d. ode Clearly state the meaning of each of the following two terms in such a way as to make plain the difference between the two: a. editorial and critical essay b. sonnet and ode

Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.43 Show capability in selecting and using a comprehensive range of research tools.	2.43.1 Given a series of task cards on current scientific topics and a checksheet of sources, identify the most appropriate source for each topic (coordinate this assignment with the biology teacher).
	2.43.2 Given an activity sheet about careers, identify a designated number of sources containing career information. If the career requires a college degree, these sources will be identified (coordinate with vocational education teachers or guidance counselors). From a checklist identify sources for developing a research project on humanities topics in American literature and United States History (coordinate assignment with English and history teachers).
	2.43.3 From a checklist of reference materials, identify sources for developing research topics related to English literature (coordinate with English teachers).
2.44 Evaluate important issues with increased critical skills through selecting and using a variety of current periodicals expressing different viewpoints.	2.44.1 Use two periodicals and determine the similarities and differences in the treatment of a current topic.
	2.44.2 Locate and identify contrasting views of a current political issue in current periodicals (coordinate with history teachers).
	2.44.3 Locate articles in current periodicals expressing the same viewpoint on a current issue.

Skills/Subject Area: Selection and Utilization

COMPETENCY GOAL 2: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Objectives	Measures
2.45 Show proficiency in selecting and using a combination of materials in a variety of formats and disciplines related to a specific topic.	2.45.1 Prepare a bibliography on a given topic that includes specific kinds of resources such as: a multi-volume reference book, a single-volume reference book, a nonfiction book from the regular collection, Information File materials, a visual source, a sound source.
	2.45.2 Select an English author and prepare a bibliography of materials about her/his life, works, and critical works dealing with her/his writing available in the media center.

Grade Level: 12 Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.33 Refine skills necessary for scanning and extracting relevant information from various features of print and nonprint media, e.g., photograph captions, paragraph headings, annotations.	3.33.1 Given topics in a historical period, complete a browsing activity using interdisciplinary resources, e.g., medieval period--weaponry; sources in 900s, 600s, and 300s.
	3.33.2 Identify the parts of a given article from a periodical that assist in scanning and extracting information.
	3.33.3 When preparing for the major research project, and given examples of various formats, extract predetermined information.

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.36 Use more sophisticated and diverse multimedia, selecting those best suited by their special properties and adapting them appropriately to complete assignments and produce projects.	3.36.1 Answer questions such as the following: Which reference book would be best to find a biography of the American author Sinclair Lewis? a. TWENTIETH CENTURY AUTHORS b. ENCYCLOPEDIA AMERICANA c. BARTLETT'S FAMILIAR QUOTATIONS d. OXFORD COMPANION TO AMERICAN LITERATURE Which group of words indicates a type of resource you would NOT find in a school media center? a. films, filmstrips, transparencies b. records, tapes, television c. birth records, attendance reports d. books, newspapers, magazines 3.36.2 Demonstrate knowledge that current information can be found in periodicals by correctly selecting appropriate sources. 3.36.3 Given a research topic requiring a large number and variety of resources, demonstrate knowledge of media resources by selecting those that best support the topic.

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.37 Demonstrate greater independence in applying research skills needed to gather and organize information properly for written, oral, and multimedia presentation, as follows: a. Collect and record bibliographic information b. Skim or scan for specified items c. Take accurate notes d. Paraphrase e. Put in logical order f. Outline g. Generalize h. Summarize without plagiarizing	3.37.1 Use the card catalog more comprehensively as an index to print and nonprint resources. 3.37.2 Use these sentences to answer the questions below: Feeding a sick dog is a personal matter and can be decided only by the condition of the patient. A feeding program must be recommended by your veterinarian after diagnosis of the disease. In the sentences above, what is the main idea or key phrase? a. condition of the patient b. feeding a sick dog c. a personal matter d. diagnosis of the disease In the sentences above, what does the word "patient" in the first sentence refer to? a. the veterinarian b. the dog's owner c. the dog d. the disease 3.37.3 Demonstrate research skills by paraphrasing, generalizing, and summarizing without plagiarizing. 3.37.4 Demonstrate research skills by doing research and crediting all sources by footnoting and recording all bibliographical information.

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
	3.37.5 Given a current, highly controversial issue in chemistry (e.g., nuclear power plants, industrial wastes, environmental impact of herbicides, and food additives), determine its positive and negative effects on human life. Write a short paper relating findings. Identify the source(s) giving the most positive effects and the source(s) giving the most negative effects.
3.38 Combine selected data from a variety of complex media in concluding an in-depth research paper, crediting ideas as well as specific facts in complete footnotes and bibliographies conforming to an authoritative style manual.	3.38.1 Complete a research project to the satisfaction of the classroom teacher and the media coordinator. This project should include information taken from a variety of media and should conform with a selected style manual. (Must be coordinated with classroom teacher and correlated with regular classroom work.)
3.40 Identify and define more subtle forms of propaganda and bias in mass media, e.g., the strategic location and length of front page news stories to support a particular editorial viewpoint.	3.40.1 Answer questions such as the following: If an article concerning women's rights issues appears on the front page of a newspaper and is located at the bottom left corner, what is the probable attitude of the newspaper toward women's rights? a. solidly in favor b. totally against c. has no feelings one way or another d. probably not in favor.

Skills/Subject Area: Comprehension and Application

COMPETENCY GOAL 3: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Objectives	Measures
3.41 Compare and contrast points of view from several sources and diverse formats.	3.41.1 Read current articles from U.S. NEWS AND WORLD REPORT and NEWSWEEK on the economy and list the following: a. points of agreement b. points of disagreement c. identify the magazine that is the more conservative of the two.
	3.41.2 Review a news story covered in TIME, NEWSWEEK, and U.S. NEWS AND WORLD REPORT during a given week. Design and complete a chart comparing the stories in the three periodicals. Include items such as: authoritativeness, political leanings, and anticipated reaction.

Grade Level: 12

Skills/Subject Area: Production and Presentation

COMPETENCY GOAL 4: The learner will design, produce, and/or select a variety of media formats to present information.

Objectives	Measures
4.10 Produce materials that communicate information or ideas using the Six Step Process: a. Choose a topic b. Research c. Organize d. Script/Storyboard e. Produce f. Evaluate	4.10.1 Answer questions such as the following: What are the six steps in producing a slide/tape program? 4.10.2 Answer questions such as the following: You have been given the assignment to produce a videotape on the topic of conservation of water resources. What is the first, second, and last thing that must be done in order to complete the process?
4.12 Present information and creative ideas through personally designed and produced media, such as: audiocassettes and tapes, thermal transparencies, photographs, slides, sound/slide programs, videotapes, computer programs, or computerized graphic production.	4.12.1 Given the assignment to report to the class on a selected topic, choose an appropriate medium and prepare a presentation that indicates understanding of the process and the best medium for achieving the desired result.

Grade Level: 12 Skills/Subject Area: Enrichment

COMPETENCY GOAL 5: The learner will expand reading, listening, and viewing interests by using a variety of media for personal growth, vocational pursuits, and recreation.

Objectives	Measures
5.34 Use opportunites provided to select materials for pleasure and personal information as well as in conjunction with classroom assignments.	5.34.1 Media coordinator and teacher may choose to observe students checking out leisure reading materials.
5.35 Discuss literary merits of classic titles and use opportunities provided for reading and viewing more selectively after being introduced to award-winning titles, classics and other outstanding literary selections, such as: a. Pulitzer Prize winners b. National Book Award c. O. Henry Short Story Award d. Tony Award e. Nebula Award f. Newbery Award g. ALA Outstanding List for Young Adults	5.35.1 Use opportunities such as discussion groups, contests, or activities to express and support opinions regarding literature read, as well as to analyze literature, including plot, character, and setting. 5.35.2 After exposure to the merits of good literature, select materials for recreational reading and classroom assignments based on its literary merit. 5.35.3 After reading diverse forms of literature that use the same theme or plot, discuss the similarities in developing the theme and the limitations imposed by the literary form.

Skills/Subject Area: Enrichment

COMPETENCY GOAL 5: The learner will expand reading, listening, and viewing interests by using a variety of media for personal growth, vocational pursuits, and recreation.

Objectives	Measures
5.38 Use opportunities provided to browse through current newspapers, magazines, books, paperbacks, and other media.	5.38.1 Teacher and media coordinator may choose to observe students using such materials.
5.39 Use opportunities provided to apply critical viewing skills to determine strengths and weaknesses in television programs and film productions.	5.39.1 Compare two television programs of a similar type. 5.39.2 Read a novel and compare it with a film made from the novel. 5.39.3 After producing a class video program, evaluate the degree to which it communicated the intended message.
5.40 Demonstrate respect for ownership rights and exhibit intellectual honesty.	5.40.1 Demonstrate awareness of author's rights by correct use of footnotes and bibliographical information. 5.40.2 Demonstrate awareness of copyright laws by not plagiarizing printed material, xeroxing multiple copies of printed material, or copying cassettes or records. 5.40.3 Demonstrate awareness of copyright laws by not copying commercial TV or microcomputer programs. 5.40.4 Demonstrate a concern for the rights of others, while performing study tasks in the media center, by working individually or in a group without disturbing those nearby.

Skills/Subject Area: Enrichment

COMPETENCY GOAL 5: The learner will expand reading, listening, and viewing interests by using a variety of media for personal growth, vocational pursuits, and recreation.

Objectives	Measures
5.42 Use opportunities provided to share knowledge about using the media center with others.	5.42.1 Assist peers in locating materials and operating equipment.
	5.42.2 Inform and/or remind teachers or peers about media center services or materials.
	5.42.3 Recommend specific materials to peers for recreational reading or for research.

Grade Level: 12 Skills/Subject Area: Computer Awareness

COMPETENCY GOAL 6: The learner will demonstrate an understanding of computers, their operation, and their possible application to solving relevant problems.

Objectives	Measures
6.1 Define, identify and analyze emerging telecommunications technology.	6.1.1 On a written test, define the term telecommunications and from a list, select and describe at least two examples of telecommunications technology (e.g., laser disk, modem, dish, satellite).
	6.1.2 Given the name of a specific telecommunications technology, present an oral, visual, or written report about the technology, i.e., its development, applications, cost, and impact.
	6.1.3 After a class discussion of emerging technology, cite a local, county, state, or national need that could be aided by telecommunications and use information from current resources or on-line services to suggest how one of these technologies could address this need.

APPENDICES

APPENDIX A

House Bill 1567*

A BILL TO BE ENTITLED AN ACT TO ENACT THE ELEMENTARY AND SECONDARY SCHOOL REFORM ACT OF 1984.

The General Assembly of North Carolina enacts:

Section 1. This act may be referred to as the "Elementary and Secondary School Reform Act of 1984."

Section 2. G.S. 115C-81(a) is amended by deleting the first paragraph and substituting the following:

"Standard Course of Study. It is the policy of the State of North Carolina to insure a quality education to every child residing in North Carolina. To this end, the General Assembly directs the State Board of Education to develop a standard course of study to be offered to every child in North Carolina public schools and to submit the proposed standard course of study to the General Assembly by October 15, 1984.

The standard course of study shall reflect a rigorous academic course of study stressing mastery of integrated knowledge based on mastery of competencies in the basic skill areas rather than the study of isolated disciplines. To this end, the State Board of Education is directed to undertake a statewide audit of current curricula and to refine the curricula as required to comply with this policy. The standard course of study:

1. shall stress mastery of integrated knowledge;

2. should provide students with the specific competencies needed to gain employment or to continue their education;

3. should provide students with the skills necessary to cope with contemporary society;

4. shall contain a vocational education component designed to meet the State's and local anticipated career training needs;

5. shall provide for a program of continuous learning based upon the individual child's need, interest, and stages of development, so that the program has a nongraded structure of organization;

6. shall set forth what subjects shall be taught in each grade, and outline the basal and supplementary books on each subject to be used in each grade;

7. shall include a core curriculum for all students plus additional elective curriculum choices to meet the varied needs and interests of students;

8. shall establish a minimum length of the instructional day;

9. shall prescribe standards for student performance and promotion and may consider appropriate levels at which remediation should begin; and

10. shall describe appropriate class size for each course required by the standard course of study; staffing levels to support the standard course of study, and may include minimum staffing for schools, regardless of size, where such schools are determined to be essential to serve pupils located in isolated geographic areas; minimum facility requirements for the standard course of study; minimum material requirements for the standard course of study; and such other information the Board finds necessary to enable the General Assembly to allocate appropriate resources to implement the plan."

*Includes only that portion of HB 1567 addressed by the Basic Education Program for North Carolina's Public Schools, the North Carolina Standard Course of Study, and the North Carolina Competency-Based Curriculum.

APPENDIX B

16 NCAC 2E.0103; STANDARD COURSE OF STUDY: POLICIES

(a) Definitions. As used in this Rule:
(1) "Standard Course of Study" means the program of course work for each of the various subjects taught in the elementary and secondary schools of the state, together with competency goals and performance indicators, as defined in (4) and (5) of this subsection, which have been adopted by the state board pursuant to G. S. 115C-81 (a) and subsection (b) of this Rule.
(2) "Curriculum guide" means a document prepared by the State Department of Public Instruction for each subject or area of study listed in the Standard Course of Study, including suggestions as to suitable instructional aids, textbooks and supplementary resources, learning experiences and teaching methods.
(3) "Course unit" means a minimum of 150 clock hours of instruction. Short courses will be credited in an amount corresponding to the fractional part of a total unit.
(4) "Competency goals" means the ends toward which student learning is directed.
(5) "Performance indicators" means quantitative measures of progress toward competency goals.

(b) The state board shall adopt and periodically review the Standard Course of Study, upon recommendation of the State Superintendent and pursuant to a public hearing and any changes the board deems appropriate. The Standard Course of Study shall be published by the state board. Copies of the Standard Course of Study and the curriculum guides may be obtained from the Department of Public Instruction, 116 W. Edenton Street, Raleigh, N. C. 27611.

(c) The Standard Course of Study shall include, at a minimum, a kindergarten through 12th grade program of studies in the following areas:
(1) citizenship, including the social studies-economics, history, government, sociology and human relations;
(2) communications, including foreign languages, educational media, and all phases and applications of English-language arts;
(3) cultural arts, including the fine and performing arts, recreation and avocations, addressed to both performance and consumer objectives;
(4) healthful living, including personal and community health, physical education, recreation, and safety;
(5) mathematics, including computational, problem solving, and consumer skills and substantive advanced elective sequences;
(6) science, including the basic study of all living and nonliving things as well as advanced elective sequences; and

(7) vocational, including a developmental design, moving from occupational exploration in the middle grades, to selective specialization in the senior high school, as set out in the state Master Plan for vocational education.

(d) The development of subject and course content in the study areas listed in (c) of this Rule shall include, as appropriate for the various grade levels, the study of Americanism, the government of the State of North Carolina, the government of the United States, fire prevention, harmful or illegal drugs including tobacco and alcohol, and the free enterprise system.

(e) The Standard Course of Study shall be implemented in the kindergarten through eighth grades through an appropriate developmental program in each study area for individual pupils. Summer school for these grades is considered an integral part of the regular school term. The Standard Course of Study shall be implemented in the 9th through 12th grades through a program of representative course offerings in each study area.

(f) Graduation Requirements

(1) In addition to the requirements of 16 NCAC 2G.0702, students graduating during or after the 1986-87 school year must successfully complete 20 courses units in grades 9 through 12 to be graduated from high school. These course units must include the following:

(A) four course units in English;

(B) two course units in mathematics;

(C) two course units in social studies; one unit in government and economics, and one unit in United States history;

(D) two course units in science, one unit in a life science or biology, and one unit in one of the physical sciences;

(E) one course unit in physical education and health;

(F) nine course units to be determined by the local education agency. These may be undesignated electives or designated from the study areas described in subsection (c) of this Rule.

(2) Course work successfully completed in the ninth grade at a school system where course units are not awarded in the ninth grade shall be deemed to satisfy the requirements of (1) of this subsection.

(3) Course work successfully completed by students in grades 9 through 12 at a summer school session may be used to satisfy the requirements of (1) of this subsection. Course units so taken shall be earned in the same manner as otherwise provided in this Rule, except that for students repeating courses in summer school the principal shall determine the hours of instruction required to be repeated.

(4) Course work successfully completed by students in grades 9 through 12 at an off-campus institution may be used to satisfy the requirements of (1) of this subsection. No high school may approve enrollment in post-secondary institutions during the regular school year in excess of five percent of its enrollment in grades 10-12 except as approved by the State Board of Education. Enrollment under this policy in community college institutions shall be in accordance with 16 NCAC 2E.0301.

History Note: Statutory Authority G. S. 115C-12(9)c; G. S. 115C-81(a);
Eff. February 1, 1976
Readopted Eff. February 3, 1978;
Amended Eff. April 1, 1983; June 8, 1979

APPENDIX C

COURSE REQUIREMENTS FOR HIGH SCHOOL GRADUATION

Course Units	Subjects
4	English
2	Mathematics
2	Social studies (1 unit in government and economics, 1 unit in United States History)
2	Science (1 unit in a life science or biology, 1 unit in one of the physical sciences)
1	Physical education and health
9	Determined by the local education agency (these may be undesignated electives or designated in the study areas of citizenship, communications, the arts, healthful living, mathematics, science, vocational education)

20 Total Course Units

APPENDIX D

NORTH CAROLINA STATE BOARD OF EDUCATION
NORTH CAROLINA SCHOLARS' PROGRAM

PLAN A

The North Carolina State Board of Education, believing that the success of our State and Nation depends on the full development of our youth and that some students should be encouraged to pursue a well-balanced but more vigorous high school program, institutes a North Carolina Scholars' Program.

Beginning with the 1983-84 school year, students satisfactorily completing requirements as identified by the State Board shall be named North Carolina Scholars and receive special recognition by the State Board.

Course Requirements

Program Area	Units
English	4
Mathematics - Algebra I, Geometry, Algebra II, one beyond Algebra II	4
Science - Biology, Chemistry, Physics (or in lieu of Physics, one other advanced science)	3
Social Studies - U. S. History, Government/Economics, World Cultures (Prior to 1987, U. S. History plus two elective units)	3
Foreign Languages - two levels of the same language	2
Health, P. E.	1
Vocational Education	1
Arts Education	1
Electives - minimum of three	3
	22

Additional Requirement

Students must have an overall four year grade average of B or its equivalent as determined by the local board of education. Equivalency may be determined by numerical grades or weighted grade point averages.

Recognition

1. Students meeting all requirements for a North Carolina Scholars' Program receive from the State Board of Education an appropriate seal of recognition to be affixed to the diploma.

2. Special recognition events should be held in the school and community to honor the students and their parents. These should include appropriate, special recognition at graduation exercises.

3. The State of North Carolina as well as business and industry should consider awarding other special recognitions to these students.

4. Colleges and universities should consider the North Carolina Scholars' achievement when making decisions concerning acceptance by their institutions.

5. An identification of potential candidates for this achievement should be made at the end of grade 11. Candidates would include those students who, after completing their selected senior courses with the designated grade average, would be eligible for recognition. This identification of candidates would reinforce the students' efforts to achieve the recognition and could also be included on their application forms and/or transcripts to colleges and universities.

NORTH CAROLINA STATE BOARD OF EDUCATION
NORTH CAROLINA SCHOLARS' PROGRAM

PLAN B

The North Carolina State Board of Education, believing that the success of our State and Nation depends on the full development of our youth and that some students should be encouraged the pursue a well-balanced but more vigorous high school program, institutes a North Carolina Scholars' Program with concentration in one or more program areas. In order to allow more flexibility in the program, consideration should be given to the optional sequence of courses listed below as an alternative to Plan A.

Beginning with the 1983-84 school year, students satisfactorily completing requirements as identified by the State Board shall be named North Carolina Scholars and receive special recognition by the State Board.

Course Requirements

Program Area	Units
English	4
Mathematics - Algebra I, Geometry, Algebra II	3
Science - Biology, Chemistry, Physics (or in lieu of Physics, one other advanced science)	3
Social Studies - U. S. History, Government/Economics, one additional social studies (Prior to 1987, U. S. History plus two elective units)	3
Foreign Languages - two levels of the same language	2
Health, P. E.	1
Vocational Education	1
Arts Education	1
Electives - minimum of four (concentrations may be selected as listed below)	4
	22

Concentrations

Mathematics - at least one additional advanced unit (balance - 3 electives)

Science - at least one additional advanced unit (balance - 3 electives)

Social Studies - at least one additional unit (balance - 3 electives)

Foreign Languages - at least two additional units of the same language (balance - 2 electives)

Health, P. E. - at least three additional units (balance - 1 elective)

Arts Education - as least three additional units (balance - 1 elective)

Vocational Education - at least three additional units (balance - 1 elective) Three of the minimum four units required for concentration in vocational education must be related to the same vocational objective. Additional units may be related to the same vocational objective or may be in other vocational areas.

Additional Requirement

Students must have an overall four year grade average of B or its equivalent as determined by the local board of education. Equivalency may be determined by numerical grades or weighted grade point averages.

Recognition

1. Students meeting all requirements for a North Carolina Scholars' Program will receive from the State Board of Education an appropriate seal of recognition to be affixed to the diploma.

2. Special recognition events should be held in the school and community to honor the students and their parents. These should include appropriate, special recognition at graduation exercises.

3. The State of North Carolina as well as business and industry should consider awarding other special recognitions to these students.

4. Colleges and universities should consider the North Carolina Scholars' achievement when making decisions concerning acceptance by their institutions.

5. An identification of potential candidates for this achievement should be made at the end of grade 11. Candidates would include those students who, after completing their selected senior courses with the designated grade average, would be eligible for recognition. This identification of candidates would reinforce the students' efforts to achieve the recognition and could also be included on their application forms and/or transcripts to colleges and universities.

APPENDIX E

NORTH CAROLINA COMPETENCY-BASED CURRICULUM

Sample Page

Grade Level: 6 Skills/Subject Area: Social Studies/Knowledge

Competency Goal: 1. The learner will know that ways of living change over time and how and why these changes occur (history).

OBJECTIVES	MEASURES
1.1 Identify changes which have occurred in Europe and/or the Soviet Union.	1.1.1 List changes which have occurred when given an appropriate series of photographs depicting changes in ways of living (dress, housing, work, transportation, and entertainment) in Europe and/or the Soviet Union.
	1.1.2 Draw a picture depicting what s/he believes to be the most significant change to have taken place in Europe or the Soviet Union; describe the picture and explain her/his reasoning aloud to the rest of the class.
1.2 Identify the effect of important changes which have occurred in Europe or the Soviet Union.	1.2.1 Place the examples in chronological order when given appropriately chosen examples of change in Europe or the Soviet Union.
	1.2.2 Match the changes to the resulting effects and identify the country in which each change/effect occurred when given a list of changes and a list of effects.

APPENDIX F

TESTING REQUIREMENTS

Annual Testing Program

The Annual Testing Program consists of standardized tests in reading, language arts, and mathematics administered at grades 1, 2, 3, 6, and 9.* Beginning with science and social studies tests, other skills and subject areas may be added to this program in the future.

Promotion Testing

Phase 1: A student in grades 3, 6, or 8 who scores at or above the 25th percentile (total battery) in the Annual Testing Program meets the State standard for promotion and must them meet local requirements. A student who scores at the 24th percentile or below enters phase two.**

Phase 2: In phase two, a student is tested for mastery of competencies on a test developed by the State Board of Education. Students who demonstrate mastery meet State requirements and then must meet local requirements. Students who do not demonstrate mastery must be retained or attend a State-supported summer remediation program. Students attending the summer program will be assessed to determine whether they have mastered the minimum standards. Those who demonstrate mastery will have met State standards and may be promoted if they have also met local requirements. Those who have not demonstrated mastery will be retained.

End of Course Testing

End of Course Testing is conducted at the secondary level in Algebra I and biology. It is anticipated that up to 20 other courses may be added to this program by the year 1990.

Minimum Competency Testing

Students in grade 11*** are tested for mastery of minimum competencies in the areas of reading and mathematics. In order to graduate from high school, students must receive a passing score on all areas of the Minimum Competency Test.

* It is anticipated that testing will be moved from grade 9 to grade 8.

** The State standard will not apply to students already retained in the same grade span or certified as trainable mentally handicapped, educable mentally handicapped, or severely/profoundly mentally handicapped. Students otherwise handicapped may also be exempted according to standards and procedures developed by the State Board of Education.

*** It is anticipated that testing will be moved from grade 11 to grade 10.

APPENDIX G

TEXTBOOK ADOPTION PROCESS IN NORTH CAROLINA*

The first step in the adoption of basic textbooks is the appointment of a Textbook Commission as set forth in G.S. 115C-87. The law provides that the Textbook Commission shall be composed of fourteen members to be appointed by the Governor upon the recommendation of the State Superintendent of Public Instruction. The law further prescribes that seven of the members shall be outstanding teachers or principals in the elementary school grades, that five shall be outstanding teachers or principals in the high school grades, and that two shall be lay members, one of which shall be the parent of an elementary school student, and one of which shall be the parent of a high school student, with the added proviso that one of the members may be a county or city superintendent.

The State Board of Education authorizes textbook adoptions as set forth in G.S. 115C-85 and 86. The State Superintendent notifies members of the Textbook Commission that there is to be an adoption in a given subject area or areas. The State Superintendent also notifies all registered textbook publishers of the adoption call and invites them to submit any materials they would like to have considered.

Members of the Textbook Commission evaluate all textbooks offered for adoption.

All books submitted are viewed and evaluated within a frame of reference determined by the State course of study. Pursuant to a call and prior to reviewing materials, members of the Textbook Commission and the professional staff of the Department of Public Instruction engage in a thorough overview of the program of studies and develop a concise statement of philosophy, goals, and objectives for the course or subject area under consideration. This statement also reflects any changes or innovations in the program and takes into account current trends and emphases stemming from sound, authoritative research, and experimentation.

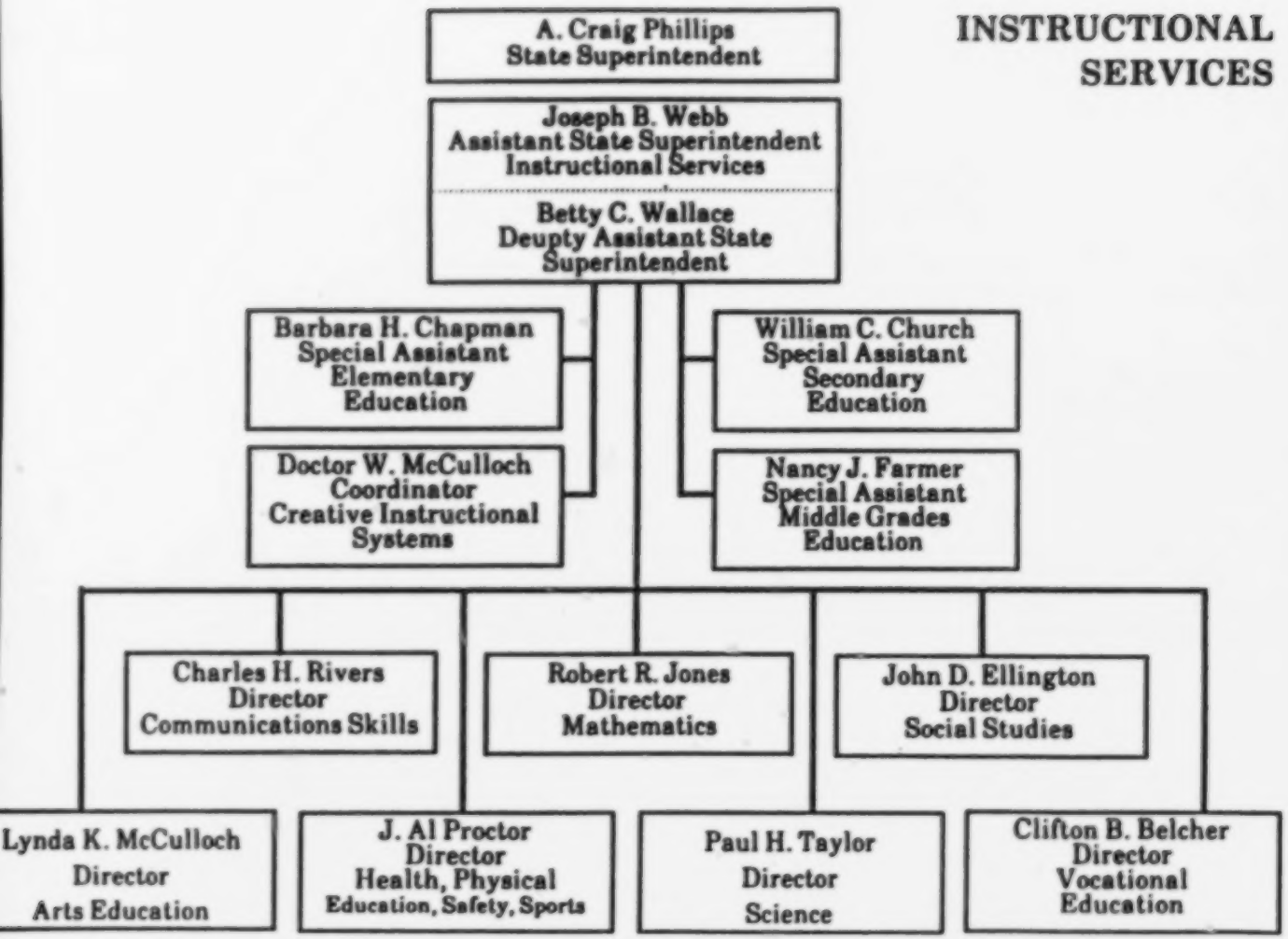
In the review and evaluation process each Commission member secures the help of as many advisers as he or she may choose. The number will vary but the usual practice has been for each member to select eight to twelve such advisers. Special expertise in the subject area under consideration is the main criterion in choosing advisers. Each Commission member tries to secure a representative group including classroom teachers, college personnel, supervisory and administrative personnel, and possibly laymen and students.

*From North Carolina State Adopted Basic Textbooks 1984-85. Raleigh, NC: Division of Textbooks, Controller's Office, Department of Public Education, 1984.

When the review process is completed, each Commission member files a written evaluation of every book submitted. These evaluation reports must be signed by the member making the report and the Commission Chairman delivers them to the State Superintendent who is also Secretary to the State Board of Education. At the next meeting of the Board of Education, after evaluation reports are filed, the members of the Textbook Commission meet with the Board for joint review and consideration of the reports. In the evaluation of basic textbooks the members of the Commission do not concern themselves in any way with the price of the book or its physical features.

Following the joint session of the Textbook Commission and the State Board to consider the findings and recommendations of the Commission, the State Board officially calls for sealed bids on those books which the Textbook Commission found to be most appropriate for implementing the desired program of instruction in North Carolina schools. Bids are customarily received on five to eight books. At the next meeting or at another designated regular meeting of the Board, the bids are opened and contracts awarded. Where significant differences in the appropriateness of books were noted by the Textbook Commission, the State Board traditionally has placed priority on securing the best materials available.

INSTRUCTIONAL SERVICES



APPENDIX I

Suggestions for Additions to or Revisions of the

North Carolina Competency-Based Curriculum

1. Suggestion for: A. addition / / B. revision / / (please check one)

2. Skills/Subject Area: _____
(e.g., Mathematics, Social Studies, Science)

3. Page Number: _____

4. Addition/Revision to: (please check & give number)

Introduction	/ /	
Competency Goal	/ /	Number: _____
Objective	/ /	Number: _____
Measure	/ /	Number: _____

5. SUGGESTION: _____

_____

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_____

6. Name of person submitting suggestion: _____
Place of employment: _____
Employed as: _____
Address: _____

Please return this form to: Joseph B. Webb
Assistant State Superintendent
for Instructional Services
Education Building, Raleigh, NC 27611